

# STOUT ANNUAL

1909

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1909

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# STOUT ANNUAL

1909

Being Stout Institute as Seen by the Editorial Staff of the  
Class of Nineteen Hundred and Nine



VOLUME I

STOUT INSTITUTE  
MENOMONIE, WISCONSIN



HON. J. H. STOUT

### DEDICATION TO MR. STOUT

To Hon. J. H. Stout, founder of Stout Institute, and president of the board of trustees, our friend and helper, whose interests are for the promotion of learning, skill, industry, and honor, this volume is dedicated by the Class of 1909.



PRES. L. D. HARVEY

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# THE FIRST STOUT ANNUAL

SENIORS  
1885



GREETING  
MAY THESE PAGES  
BE A PATHWAY  
TO GREEN MEADOWS  
OF THE PAST



## EDITORIAL STAFF

Editor in Chief	-	-	Louis M. Roehl
Editor of Organizations	-	-	Lucile W. Reynolds
Literary Editor	-	-	Frances M. Oliver
Humorous Editor	-	-	Frances C. Beck
Poet	-	-	Charles P. Kavanaugh
Athletics	-	-	O. M. Miller
Business Manager	-	-	Max H. Bauman
Alumni Editor	-	-	R. D. West
Staff Artists	-	-	Marie A. Huntsman Emily M. Thomas

# FACULTY



George Fred Buxton, Director of Training School for Manual Training Teachers; Design; Organization and Management.

Pratt Institute, 1899; Teachers College, Columbia University, 1904; Teacher of manual training, Newark, New Jersey, 1899-1901; Portland, Maine, 1901-1903; Springfield, Massachusetts, 1904-1905; Stout Training Schools, 1905-1906; Stout Institute, 1908.



Leo Ammann, Machine Shop Practice.

St. Louis Manual Training School, 1893; Cornell University, mechanical engineering, 1897; Federal Polytechnikum, Zurich, Switzerland, post-graduate work, 1898. Teacher in St. Louis Manual Training School, 1901-1905; Stout Training Schools, 1905-1908; Stout Institute, 1908.



George M. Brace, Joinery, Cabinet Making, Mechanical Drawing.

Beloit College, 1891; M. A., 1895. Teacher in high school, Bay City, Michigan, 1892-1895; teacher in high school, Chicago, Illinois, 1895-1900; director of manual training, Janesville, Wisconsin, 1900-1903; Marquette, Michigan, 1903-1905; Duluth, Minnesota, 1905-1908; Stout Institute, 1908.



Wm. T. Elzinga, Pattern Making and Moulding, Forging, Hammered Metal Work.

Apprenticed instrument maker, Amsterdam, Holland, 1867-1891; student Mechanics Institute, New York City, 1902-1903; Mechanist and erector, metal pattern maker, and tool maker with several prominent manufacturers, 1892-1903; instructor forge and foundry practice, Pennsylvania State College, 1903-1904; instructor forge and foundry practice, Colorado State College, 1904-1908; Stout Institute, 1908-



Fred L. Curran, Elementary Woodwork, Primary Handwork, History of Manual Training, Supervisor of Elementary Manual Training.

State Normal School, Stevens Point, Wisconsin, 1905; Stout Institute, 1908; Bradley Polytechnic Institute, summer 1908. Teacher in public schools, 1896-1903; principal State graded school, 1905-1907; Stout Institute, 1908.



Laura G. Day, Director of Training School for Domestic Science Teachers, Food Materials and Foods, Household Economy and Management.

Kansas State Agricultural College, 1896; post-graduate work domestic science, 1894. Assistant in domestic science and arts department, Kansas State Agricultural College, 1894-1895; teacher of domestic science and arts, Stout Manual Training School, Menomonie, Wisconsin, 1895-1900; special lectures and director of department of domestic economy, Purdue University, LaFayette, Ind., 1901-1902; Stout Training Schools, 1903-1908; Stout Institute, 1908.



Lurene Seymour, Textiles and Millinery.

University of Michigan, 1895; New York University, 1905; Teachers College, Columbia University, 1907; Teacher, Lake Linden, Michigan, High School, 1895-1898; Decatur, Illinois, High School, 1898-1906; Stout Training Schools, 1907-1908; Stout Institute, 1908.



Adele M. Jones, Art Needlework, House Decoration.

Cay Normal School, Dayton, Ohio, 1904; Teachers' College, Columbia University, 1908. Teacher Dayton public schools, 1904-1906; Stout Institute, 1908.



Anna McMillan, Domestic Art and Domestic Science.

Stevens Point Normal, 1899; Stout Training Schools, 1908; Grade teacher, 1899-1905; teacher of domestic science, Stevens Point Normal School and Grand Rapids, Wisconsin, public schools, 1908; Stout Institute, 1909.



Josephine Schiffer, Domestic Science.

Drexel Institute, 1900; Teachers College, Columbia University, 1907. Teacher of Cooking, Girls Classical School, Indianapolis, Indiana, 1900-1906; teacher of Domestic Economy, Kindergarten Training School, Indianapolis, 1902-1906; Evening classes in Dietetics in Indianapolis Hospitals, 1902-1906; Dietetics in Chester County Hospital, West Chester, Pa., 1901-1907; teacher of domestic economy, First District Agricultural School, Statesboro, Ga., 1907-1908; Stout Institute, 1909.



Wilhelmina H. Spohr, Food Study and Cooking.

Kansas State College, 1897; Stout Institute, 1907. Teacher public schools, Manhattan, Kansas, 1897-1906; Calumet, Michigan, 1907-1908; Stout Institute, 1908.



Josephine Hobbs, Director Stout Training School for Home Makers, Cook County, Illinois, Normal School, Summer Ses. '94-'97, Y. W. C. A. School of Domestic Science, Boston, Mass., 1906-1907; Teacher in Public Schools, Dubuque, 1898-1908; supervisor domestic science and nutrition, Moore Street Neighborhood Homes, Cambridge, Mass., 1907-1908; principal Y. W. C. A. training school for household services, Boston, Mass., 1908-1909; Stout Institute, 1909.



Zella I. Perkins, Chemistry and Biology, University of Idaho, 1901; post graduate work, University of Chicago, 1906. Assistant pure food department, University of Idaho, 1901-1904; teacher science, High School, Colfax, Washington, 1904-1905; Stout Training Schools, 1906-1908; Stout Institute, 1908.



H. W. Jimerson, Director of Plumbing Trade School. Journeyman and Contractor, 1884-1904; director Minneapolis School of Plumbing and Heating, 1904-1908; Stout Institute, 1908.



W. H. Hefelfinger, Director of Bricklaying Trade School. Williamson School of Mechanical Trades, 1905; Journeyman and contractor, 1905-1908; Stout Institute, 1908.





Francis Cathrine Portman, Supervisor of Kindergarten Department. Chicago Kindergarten College, 1905. Director Model School and Kindergarten Training Teacher, Kindergarten College, Fort Worth, Texas, 1905-1906; Kindergarten Critic, State Normal School, Kirkeville, Missouri, 1906-1907; Director Model Kindergarten and Training School, State Normal School, Cedar Falls, Iowa, 1907-1909; Stout Institute, 1909.



Mary D. Bradford, Supervisor of Primary Work; Theory and Practice in Primary Teaching; Inspection and Supervision; Nature Study; Literature and Philosophy of Education.

Teacher Kenosha High School, 1884-1894; supervisor of practice teaching and director of Model School, Stevens Point Normal School, 1894-1906; Stout Training Schools, 1906.



Cora Barron, Critic Teacher and Director of the Codington Kindergarten; Gifts, Stories, Games and Occupations.

Stout Kindergarten and Primary Training School, 1903; Indiana Kindergarten, and Primary Normal Training School, Normal course, Indianapolis, 1904. Director of Yandes St. Kindergarten, Indianapolis, 1904; Stout Training Schools, 1904.



Mary Ehrhard, Critic Teacher and Director North Menomonie Kindergarten, Clay Modeling and Manual Work.

Menomonie Kindergarten Training School, 1900; Stout Training Schools, 1903.



Mrs. Noyes, Instructor in Music, Kindergarten Department,  
St. Mary's School, Knoxville, Illinois; Knott Conservatory, Galesburg, Illinois;  
Stout Institute, 1909.



Pearl H. Cook, Art Department; Blackboard Drawing; Free Hand  
Drawing, and Color Work.

Chicago Art Institute, 1902; Pratt Institute, 1905. Teacher Fort Wayne  
School of Art, Fort Wayne, Ind., 1905-1907; Stout Institute, 1907-



Grace R. Darling, English and Home Economics.

University of Michigan, 1884; Teachers College, Columbia University, 1892;  
Wisconsin Library School, Madison, Wis., 1907. Teacher of History and  
Literature, State Normal School, Oshkosh, Wis., 1884-1891; teacher of His-  
tory and English, State Normal School, Milwaukee, Wis., 1895-1903; Stout  
Institute, 1908.



A. H. Plag, Director of School of Physical Training, Theory and  
Practice of Physical Training.

Normal School of the North American Gymnastic Union, 1903. Instructor  
in athletic and physical training in Y. M. C. A., Minneapolis, Minn., 1904-  
1907; Stout Training Schools, 1907-1908; Stout Institute, 1908-



Julia Bigelow, Assistant in School of Physical Training.  
Normal School of the North American Gymnastic Union, 1906. Stout Training Schools, 1906-1908; Stout Institute, 1908.



Nellie W. Farnsworth, Instructor in Physiology, Home Nursing, Cooking and Food Work; Preceptress Bertha Tainter Hall.  
River Falls Normal School, 1892; Stout Training School for Teachers of Domestic Science, 1905. Supervisor of Music, 1893-1902; teacher Duluth State Normal School, 1903-1904; Valley City State Normal School, 1905-1906; Stout Training Schools, 1906-



Francesca L. Otto, Secretary and Appointment Clerk.  
University of Indiana, 1897; Vorles' Business College, Indianapolis, Indiana, 1900. Teacher Latin and German High School, Bluffton, Indiana, 1897-1900; commercial branches, High School, Marinette, Wisconsin, 1901-1903; Stout Training Schools, 1903-1908; Stout Institute, 1908.

## TO OUR FACULTY

To be glad we know you because it gives us the chance to learn, and to strive, and work, and to look out on the world before us satisfied that we can do as you have done, but not contented until we have done it; to despise nothing in our work but slovenliness and failure, and fear nothing but righteous criticism; to be governed by what you have found in us to praise rather than by our limitations; to covet nothing that is yours but your kindness of heart and your patience with us stumbling climbers; to think seldom of ourselves but often of you, our teachers, and the many ways you have made yourself dear to us---These are our guide posts on the footpath to knowledge.

Frances M. Oliver.

IN MEMORIAM.  
Sophia Elizabeth Hogan  
Domestic Science Senior  
April 6, 1909.

# SENIORS

President  
Vice President  
Treasurer  
Secretary

Louis M. Roehl  
Bonnie Grimshaw  
Edith R. McDowell  
Clyde A. Bowman



STOUT INSTITUTE AND CENTRAL HIGH SCHOOL



Gwendolyn Fenton

Washburn, Wisconsin

Kindergarten

Thesis: Drawing in Primary Grades

Here's one of our Seniors, A Gwen,  
And, though she a teacher has been,  
She's a jolly good fellow,  
And her laugh is so mellow,  
We know she will charm all the men.



Frances Beck--"Beckie"

Madison, Wisconsin

Domestic Science

Thesis: Domestic Science in Rural Schools

At Christmas time, back came Frances Beck,  
And a rat pin her waist did bedeck,  
Oh no, we're not surprised,  
For with her smile and eyes  
She sure must have had beaux by the peck.



Michael F. Kavanaugh--"Mike"

Downing, Wisconsin

Manual Training

Thesis: Industrial Education

Few are his words, many his deeds,  
His mind is a garden minus the weeds,  
He's Irish, be gob,---he's a true son o' Cork,  
His friends do the talking, he does the work.



Edna M. Klumb--"Klumbie"

West Bend, Wisconsin

Domestic Science

Thesis: Adaptations of Foods to Season

Have you of this German maid heard?  
West Bend is her one favorite word;  
With the accordion in hand  
She's a whole German band,  
Already yet, now, she's a bird.



Earl R. Chalfant

Douglas, Arizona

Manual Training

Thesis: Furniture Making in the High School

*A minister's son is Chalfant,  
To women he's very gallant.  
Thus he don't care a rap,  
He's a studious chap,  
The broad field of nature his haunt.*



Anna V. Farwell—"Ann"

Dodgeville, Wisconsin

Domestic Science

Thesis: House Keeping as a Profession

*A sweet little maiden is Ann,  
'Till come just as soon as I can,  
Thus was her story  
Off to 'Old Glory,'  
But now so the says to our 'Van'.*



Max H. Bauman—"Mitts"

Watertown, Wisconsin

Manual Training

Thesis: Development of Manual Training in the United States

*An end man at the minstrel show  
Is 'Mitts' with curly hair,  
He takes his 'Umbrella',  
With voice sweet and mellow,  
Be it cloudy and stormy or fair.*



Genevieve Davis

Abeline, Kansas

Domestic Science

Thesis: A Domestic Science Course vs. An Academic Course

*There was a dark maid, Genevieve,  
Who came late, but big thing(s) did achieve,  
She never did tell  
But we all know well  
That Bonell in her sure did believe.*



Brightie E. Considine

Chicago, Illinois

Domestic Science

Thesis: The Dining Room

Our Brightie is never at home,  
 Should you ask me, "Where does she roam?"  
 "With Miss Jones," I should say,  
 "By night or by day,  
 She sits 'neath that glass annex dome."



Harlow G. Funsett--"Chisels"

Deerfield, Wisconsin

Manual Training

Thesis: Manual Training Supplies

There was a young fellow named Funsett  
 Who chopped off his words with a snap,  
 When the jocular hailed him as "Chisels"  
 He immediately wanted to scrap.



Nellie Fitzgerald--"Fitzie"

Oshkosh, Wisconsin

Domestic Science

Oh, have you ever heard tell  
 Of the Junior-Senior named Nell?  
 She works with a will  
 And is not satisfied till  
 All that she does is done well.



Frances M. Oliver

St. Paul, Minnesota

Domestic Science

Thesis: Demonstration of the Cold Lunch

Here is a fair dame from St. Paul,  
 Who cares not to stumble at all,  
 But when in chem. class  
 She must turn on the gas,  
 She lights it, then flees to the Hall.





Grace Moreland

Domestic Science

St. Paul, Minnesota

Thesis: The Summer Home

There is a slim fairy named Grace,  
With a wasp like, fourteen-inch waist;  
She said, "Without a doubt,  
After two years at Stout  
With Bill Bounce I can surely keep pace."



Hazel Arnold

Kindergarten

Sharon, Wisconsin

Thesis: The Importance of the Kindergarten to Children Under Six

There is Hazel so sweet, with dark hair,  
She's a girl who can not take a dare,  
With her ravishing glances  
All men she entrances,  
And the worst of it is--doesn't care.



Della Decker

Kindergarten

Menomonie, Wisconsin

Thesis: America, The Land Where Childhood Is Understood and Protected

A maid big in heart and in mind,  
Good natured as any you'll find  
Is our Della so fair  
For whom we all care;  
There's no one in our class more refined.



Henry P. Gerber--"Hank"

Manual Training

Menomonie, Wisconsin

Thesis: Sloyd

There was a bold fuser named Hank,  
Who belonged to the tin soldier rank,  
When the woodwork was o'er,  
And the fires were all dead,  
His derby he cocked on the side of his head  
In search of excitement or prank.



Alice Frautichi--<sup>3</sup>Fritchi<sup>3</sup> - Madison, Wisconsin

Kindergarten

Thesis: Discipline--Its Method and Meaning in Primary Grades

There is a sweet maiden, AL Frautichi,  
Never once have we seen her when grouchy;  
She says, 'To have Quilling  
Around, I'm quite willing,  
But that's all I'll tell you about me.'



R. Edith McDowell - Manhattan, Kansas

Domestic Science

Thesis: Building a Body

There's a maid who is tall, dear, and neat,  
She's one that there's no one can beat,  
She lives with Miss Day  
And I've heard people say  
They are both of them equally sweet.



Nellie Warner - Milwaukee, Wisconsin

Domestic Science

Thesis:

Here is a blithe maiden, Miss Warner,  
She never will stay in the corner,  
When she can't understand  
She says, 'Oh my Good Land,  
Es thut mir web, wie die Dornet.'



Esther Moran - Superior, Wisconsin

Domestic Science

Thesis:

This young lady's well known to you,  
Her character's really 'true blue'  
Her goodness ne'er balks;  
And of arguing talks  
With her girl friends, she's had quite a few.



Charles P. Kavanaugh---"Chuck" - Downing, Wisconsin  
Manual Training

Thesis: The Student Teacher

Solemn, sleepy, Irish poet,  
Full of jokes but doesn't know it;  
To look at him who'd think him such?  
Chuck's the guy who fuses much.



Marie A. Huntsman - Menominee, Michigan  
Kindergarten

Thesis: The Teaching of Elementary Music

A druggist desired to see  
A very dear girl named Marie;  
He called at the Hall  
Was received by them all  
And chose for his safety, to flee.



Alice C. Patterson---"Pattie" - Bloomington, Wisconsin  
Domestic Science

Thesis: Sanitary Conditions of the Kitchen

There's an Irish maiden called Pattie,  
Who at times is exceedingly chatty.  
But she's tight as a claim  
When quizzed 'bout her man,  
Yet we know he's a doctor who's natty.



Bessie Van Hale---"Van" - Mauston, Wisconsin  
Kindergarten

Thesis: Democratic Art---Its Relation to the School

There's a maid of fine worth we call "Van,"  
Who would never dare talk to a man,  
But with girls' she's a dandy  
And is sure all the candy,  
Live without her? Oh, we never can.



Lucile W. Reynolds--"Flaherty" - Jacksonport, Wisconsin  
Domestic Science

Thesis: Practical Problems in Serving Large Numbers.

There's a jolly maid from the Emerald Isle  
Who's always joking in a wondrous style,  
But isn't it a pity  
For one so bright and witty  
To sleep and yawn in classes all the while?



Emily M. Thomas - Menomonie, Wisconsin  
Domestic Science

Thesis: School Kitchen Arrangement

There is a bright maiden named Emmie,  
Who, tho she can't write on a Remmie,  
She never does rest  
For there's always that chest  
And she meanwhile writes notes for her chemmie.



Agnes Lewis--"Dot" - Boscobel, Wisconsin  
Kindergarten

Thesis: National Story Telling League

There is a sweet maid in this town  
Who comes from a place of renown,  
She knows such a lot,  
Tho she's only a Dot,  
And her spirit you never can down.



Cora Hurlbert - Durand, Wisconsin  
Kindergarten

Thesis: To Him that Hath Shall Be Given

There is a girl on the upper floor  
Who is a teacher to the core,  
She knows every bird  
That has ever occurred  
And who could wish to know more?



Blanche W. Talt---"Taffy" - Whitewater, Wisconsin  
Domestic Science  
Thesis: Business in the Home

There is a young lady named Blanche,  
She once has lived on a ranch,  
She's dark, slim, and bright,  
She'd be some man's fair light,  
But she'll never give him the chance.



Lillian Royce---"Lill" - Fort Atkinson, Wisconsin  
Domestic Science  
Thesis: Domestic Service Problem

There is a dark maiden, our Lill,  
Of Stout she should now have her fill,  
Now, Lill, it's no bluff,  
Two years weren't enuf,  
For you had to put "Till" thru the mill.



Theodora L. Coffin---"Teddy" - Eau Claire, Wisconsin  
Manual Training  
Thesis: A Course of Manual Training for Girls

A maiden called Teddy you see,  
Is modest and sweet as can be,  
"Still waters run deep,"  
So your wits you'd best keep  
Well alert, when this lady you see.



Bonnie Grimshaw---"Bonnie" - Elroy, Wisconsin  
Kindergarten  
Thesis: Medical Inspection and School Nurse Movement

There is a fair maiden named Bon  
Who never has heard of a "Con,"  
Tho she can't see a joke,  
She sure is no poke,  
There is Bob, little Pat, Will, and Don.



Laura Riley

Chippewa Falls, Wisconsin

Domestic Science

Thesis: Sewing Courses for Public Schools

Here is a good pal from the "Falls,"  
And, tho she stays not at the Falls,  
She goes the right way,  
Works hard day by day,  
"Come, Cliffe," she constantly calls.



Sadie L. Egleston

Minneapolis, Minnesota

Kindergarten

Thesis: Special Classes in Ungraded Schools

She's one of those rare flowers of earth,  
Of whom very few know the worth,  
She's modest of mien  
With a mind very keen  
For study, but hardly for mirth.



Claude E. Nihart—"Doc"

Oklahoma City, Oklahoma

Manual Training

Thesis: Shop Discipline

There once was a bold athlete,  
Remarkably swift on his feet,  
In any old race  
He captures first place  
And knows not the taste of defeat.



Jessie L. Thuerer

Baraboo, Wisconsin

Domestic Science

Thesis: A Course of Study in Cooking

A sweet Swiss maiden named Jess  
Has got Martin going, I guess,  
"There's something about her,  
I can't live without her,"  
He's often been heard to confess.



Ruth M. Byrne

Sharon, Wisconsin

Kindergarten

Thesis: Educational Value of Seat Work in Primary Grades

There's a girl at the end of the Hall  
Who's a K. G., dark and tall,  
Sunshine or rain,  
It's always the same,  
She answers the church bell's call.



Anna C. Jensen--"Jensie"

Green Bay, Wisconsin

Domestic Science

Thesis: Legalized Food Preservation

There is a young lady named Jens  
Who at present is quite on the fence  
For her Louise is working,  
And no duty he's shirking,  
For his work on the Annual's immense.



Clifflie S. Englebreton

Chippewa Falls, Wisconsin

Domestic Science

Thesis: Country Kitchen and Laundry

There once was - but what is the diff?  
If I told you, you might think me stiff,  
A Gibson girl she,  
Or so she might be  
If blind fate had not christened her Cliff.



O. M. Miller--"Ole"

La Junta, Colorado

Manual Training

Thesis: Decoration of a Manual Training Room

This chap has the name of O. Miller,  
He's a bird at applying wood-filler,  
"Begging your pourdan,  
Her name is Ruth Jourdan,"  
The case that she has sure will kill her.



Ethel E. Anderson

Norway, Michigan

Domestic Science

Thesis: The Evolution of the House

*Here is a young maiden, our Ande,  
In cooking she's really quite handy,  
Between you and me  
The girls all agree  
That Ande is quite all the candy.*



Iva M. Liver

Independence, Wisconsin

Kindergarten

Thesis: Work and Play in Education

*It's a shame such a name to give her,  
A name that would make you shiver,  
We mustn't deceive her,  
For what she calls "Leever,"  
Should really be said, "I've a Liver."*



George G. Price

Oakfield, Wisconsin

Manual Training

*There was a young fellow named Price  
Who always was awfully nice,  
Folks thought that they should,  
'Cause he went with Miss Wood,  
Bring on the conventional rice.*



Cora B. Burdick

Milwaukee, Wisconsin

Domestic Science

Thesis: The Living Room and Its Furnishings

*Our Cora, she's neat and dark, and tall,  
And never does one thing at all  
The teachers to slam,  
'Deed, she's meek as a lamb  
In the class room and all thru the hall.*





Elsie Maurer

Medford, Wisconsin

Kindergarten

Thesis: The Season's Contribution to Course of Study

There is a fair maiden so bright,  
Elsie sure is a great shining light,  
She's a K. G. at heart  
And does well in her art  
And her pupils she never does smite.



Jessica P. Jackson---"Bunch"

St. Paul, Minnesota

Domestic Science

Thesis: The Development of Dress

There was a young maid from St. Paul,  
Who 'span on her ear" at each call,  
She blushed from her nose  
To the tips of her toes  
When receiving a call from Cornwall.



Ruth Morrison

Rice Lake, Wisconsin

Kindergarten

Thesis: The Child Labor Movement

There was a young maid from Rice Lake,  
Whom none must in seriousness take,  
For if you know by the rule  
You're equipped to teach school  
She'll calmly pronounce you a fake.



Arthur R. Coram---"Dick"

Menomonie, Wisconsin

Manual Training

Thesis: Sense and Nonsense in Manual Training

There was a young orator, Coram,  
His supreme delight was to bore 'em,  
When the platform he held  
His audience was spelled  
Till with lemons the gallery did floor him.



Jessie M. Oliver---"Jess"

Columbus, Wisconsin

Domestic Science

Thesis: Labor Saving Devices in the Home

*Our Jess, who comes from off the farm,  
Knows how the postal clerk to charm;  
Altho we know she means no harm,  
Still some of us must take alarm.*



Pearl Neuman

Elroy, Wisconsin

Kindergarten

Thesis: First Few Weeks of a Child's Life in Primary Grade

*There once was a Pearl of a woman  
Left us all in a way most inhuman;  
Does she still think that Andy  
Is all of the candy?  
Or now does she worship a new man?*



Emily Ingram

Florence, Wisconsin

Domestic Science

Thesis: Business in the Home

*There is a young maiden whose ravin',  
About a tall Senior, Paul Graven,  
We've heard from good source  
That she's taking this course,  
And he all his money is savin'.*



James F. McKeever---"Dad"

Milwaukee, Wisconsin

Manual Training

Thesis: The History of Manual Training

*Well, here's "Dad" McKeever,  
Our wondrous achiever,  
He's now settled in life  
With good children and wife  
But he once was a reckless conceiver.*



Helen E. Hough---"Houghie" - Ironwood, Michigan  
 Domestic Science  
 Thesis: Decoration and Furnishing of a House for \$800

Tho sometimes her manner is gruff,  
 There's nothing morose about Hough,  
 Tho lengthy and lanky,  
 She never is cranky,  
 And never has once tried to bluff.



Helen M. Hooy - Rice Lake, Wisconsin  
 Domestic Science  
 Thesis: A Sound Mind in a Sound Body

This is a young maid from Rice Lake  
 Who says, "Oh my Goodness Sake,  
 My dress is not done,  
 My theme just begun,  
 No time for mere pleasure I'll take."



Mildred A. Devereux---"Milderd" - Ada, Minnesota  
 Domestic Science  
 Thesis: Milk and Its Products

Mildred came to us from Northern Minn.  
 She's the sort that makes everything spin.  
 We think a whole lot  
 Of her and her Dot,  
 And we're glad that she with us has been.



Clyde A. Bowman - Menomonie, Wisconsin  
 Manual Training  
 Thesis: Manual Training for the Mexican

Wide of foot and waist and mind,  
 A solemn face with jokes behind;  
 He loves the girls, but seldom goes,  
 He seldom speaks, but always knows.



Marjorie Looney

Menomonie, Wisconsin

Domestic Science

Thesis: Food Values Influenced by Preparation

This is a bright maid from the flat  
She always has everything pat.  
She wears a bright smile  
The whole blessed while,  
Except when she asks, "What is that?"



Edna Vidger--"Spuds"

Fargo, North Dakota

Homemaker

Our Spuds is learning to bake,  
To sew, to iron, and make cake,  
You'd know to see Spuds  
To her elbows in ruds,  
A cute home for Cutie she'd make.



Louis M. Roehl

Loyal, Wisconsin

Manual Training

Thesis: Uniform Development Thru Manual Training

"Your pleasure, friends," says Louis Roehl,  
Who in physique appears rather frail,  
But his ideals are high,  
And he surely does try  
To earn the salute of "All Hail."



Gussie Niles--"Tubbie"

Brodhead, Wisconsin

Homemaker

There is a young maid, Gussie Niles,  
Recognized by the wealth of her smiles,  
Her wardrobe but shows  
There's no dearth of good clothes  
While "Churchie" and "Clayt" she beguiles.



Marguerite L. McLean---"Peg" - Menomonie, Wisconsin  
 Domestic Science  
 Thesis: Domestic Science in Social Settlement Work

*Our Peggy, she never is mean,  
 In argument cleverly keen;  
 Convinced she is right,  
 To her point she holds tight,  
 Tho she tells you a pea is a bean.*



Lillian L. Ristow - Onalaska, Wisconsin  
 Domestic Science  
 Thesis: The Sanitary Engineer in the Home

*A laugh has Lillie sure as fate  
 Which certainly ought to win the cake;  
 And by its ripple you may know  
 Where to find our Lil Ristow.*



Enid Isaacson---"Ike" - St. Croix Falls, Wisconsin  
 Homemaker

*Ike don't sound like the name for a girl,  
 But no other we're sure would suit Earl;  
 Tho her hat hides her face,  
 She still sets Earl's pace,  
 Till that poor boy's head's in a whirl.*



Grant R. Bonell---"Shorty" - Menomonie, Wisconsin  
 Manual Training  
 Thesis: Place of Manual Training in the School

*Our "Shorty" Bonell is liked very well  
 Because he's so jolly and neat.  
 He waits on a gal,  
 When his head's in a whirl,  
 But nimble and light on his feet.*



Adelaide Dunn—"Dunnie"

St. Cloud, Minnesota

Homemaker

*There is a homemaker named Dunnie,  
She's Irish, exceedingly funny,  
When Steve is away  
With Charlie she'll play,---  
You can't tell which is her honey,*



Ethel V. Wyatt

Tomah, Wisconsin

Domestic Science

Thesis: Municipal and Household Purification of Water Supply

*There was a young lady named Wyatt,  
Who looked as if she must be quiet.  
When out with a bunch  
I'll give you a hunch  
She doesn't find much to shy at.*



Ella Drowatzky—"Ello"

Tomah, Wisconsin

Kindergarten

Thesis: Importance of Hand Work in Primary Grades

*There is a shy Senior so quiet,  
She lives very near to Miss Wyatt.  
Her name it is Ello  
She'll ne'er look at a fellow  
At least, if she did, she'd deny it.*



Roland E. Chloupek—"Cutie"

Manitowoc, Wisconsin

Manual Training

Thesis: The Manual Training Building

*A youngster we all know as Cutie,  
Famed abroad for his wit and his beauty,  
Tho he's out much with his honey,  
When he's after the money  
He never's been known to shirk duty.*



Harvey J. Scharf—"Slats" - Menomonie, Wisconsin  
 Manual Training  
 Thesis: What Should a High School Drawing Course Contain?

There was a young fellow named Slats  
 Who used to hang out with the "bats"  
 But his favorite place  
 And he stood in good grace  
 Was where they quarter the "Kilkenny Cats."



Nara Zaudke - Whitewater, Wisconsin  
 Domestic Science  
 Thesis: Sanitary Milk

A wise Senior girl was called Nora  
 And her we all do adore-a,  
 Tho she often does bluff  
 She'll get thru sure enuf  
 And have a fine job—what is more-a.



Bessie R. Chamberlin—"Bess" - Menomonie, Wisconsin  
 Domestic Science  
 Thesis: The Practical Value of Domestic Science

Some people less bright on the whole  
 Walk on their heels to save sole,  
 But I have to confess  
 That dignified Bess  
 Thinks more of her Solar, than Soul.



Jennie Goessling - Glenbeulah, Wisconsin  
 Domestic Science  
 Thesis: Raising the Standard of Living by Having a Practical Knowledge of the Care of the Home

There is one of our girls we call Jane  
 Flurries 'round in a way most insane,  
 But a whole lot of heart  
 She has had from the start  
 And, tho worried, can smile sun or rain.

# JUNIORS

President  
Vice President  
Treasurer  
Secretary

T. Grant Raitt  
Mable McBain  
Ella Butz  
A. M. Cornwell



A STUDENT'S ROOM AT THE ANNEX





DOMESTIC SCIENCE JUNIORS

# NAMES AND ADDRESSES OF DOMESTIC SCIENCE JUNIORS

Alford, Hazel K.,	Hastings, Neb.	Mason, Marion I.,	Niagara, Wis.
Anderson, Gertrude,	Manistee, Mich.	McBain, Mabel J.,	Eau Claire, "
Barnes, Etta B.,	Oshkosh, Wis.	McGivern, Zita M.,	N. Fond du Lac, "
Barton, Hazel B.,	Ipswich, S. D.	Minder, Marie C.,	Plato, Minn.
Beckfelt, Carrie J.,	Grand Rapids, Minn.	Miner, J. Pearl,	Ortonville, "
Biklen, Marie B.,	Burlington, Iowa	Newhouse, Geneva C.,	Spring Grove, "
Bunzel, Louise,	Milwaukee, Wis.	Norton, Grace W.,	Spring Green, Wis.
Bonell, Della E.,	Menomonie, "	O'Leary, Florence E.,	Mason City, Ia.
Bonell, Lucy E.,	Menomonie, "	Parker, Ruth Emilje,	Beaver Dam, Wis.
Brown, Vivian M.,	Green Bay, "	Potter, H. Marcia,	Aikin, Minn.
Bryden, Edna B.,	Duluth, Minn.	Purple, Ruby C.,	Galenville, Wis.
Butz, Ella B.,	Wilmette, Ill.	Rader, Ethel K.,	Boise, Idaho
Chase, Alice,	Minneapolis, Minn.	Raisler, Viola C.,	Shawano, Wis.
Claycomb, Marjory C.,	Brodhead, Wis.	Randall, Ruth V.,	Brandon, "
Cornish, Maybell E.,	Fort Atkinson, "	Rawlings, Elsa,	Eau Claire, "
Culver, Floris S.,	Eau Claire, "	Reid, Mary Todd,	Beaver Falls, Penn.
Dean, Ethel R.,	Sheboygan, "	Ring, Lillian E.,	Grand Rapids, Minn.
DeBoth, Jessie M.,	Green Bay, "	Ripley, Ava A.,	Minneapolis, "
Dyar, Edna G.,	Rochester, Minn.	Robinson, Nora A.,	Platteville, Wis.
Dyar, Ruth I.,	" "	Russell, Mary A.,	Wausaukee, "
Farness, Lillian I.,	Rice Lake, Wis.	Schaefer, Sophie M.,	Appleton, "
Gallaher, Charlotte T.,	St. Joseph, Mo.	Schuler, Josephine,	Milwaukee, "
Gardner, Teresa,	Milwaukee, Wis.	Sexton, Rose D.,	Ely, Minn.
Gold, Isabel A.,	St. James, Minn.	Sister Fridoline,	La Crosse, Wis.
Groll, Elsa, M.,	Cincinnati, Ohio	Sister Theophania,	" "
Hales, Winifred J.,	Hallock, Minn.	Solum, Nora O.,	Merrill, "
Hartman, Sadie B.,	Mondovi, Wis.	Spensley, Nelle V.,	Mineral Point, "
Hazeltine, Esther V.,	Rice, Lake, "	Spooner, Ida C.,	Spring Valley, "
Hodgkins, Grace O.,	Marquette, Mich.	Stanley, Alice W.,	Minneapolis, Minn.
Horning, Elizabeth F.,	Wauwatosa, Wis.	Stevens, Ruth E.,	" "
Howe, Grace C.,	Boscobel, "	Swan, Edith S.,	St. Paul, "
Jennings, Elizabeth C.,	Albert Lea, Minn.	Taylor, Leone E.,	Manawa, Wis.
Jones, Beatie G.,	Oregon, Ill.	Thompson, Elma O.,	Appleton, Minn.
Jordan, Ruth L.,	Wabash, Ind.	Walker, M. Irene,	Two Harbors, Minn.
Jourdan, Ruby M.,	Evansville, "	Waterbury, Ruth I.,	Augusta, Wis.
Kempton, Cora A.,	La Crosse, Wis.	Wheeler, Alice K.,	Galveston, Tex.
Lantz, Helen C.,	Marinette, "	Wieman, Hester,	Watertown, Wis.
Leedom, Mabel H.,	Dayton, Ohio	Williams, Nettie C.,	Watertown, S. D.
MacDonald, Mabel L.,	Laurium, Mich.	Wilson, Jennie J.,	Burlington, Wis.
Mackie, Kathryn B.,	Pickett, Wis.	Wilson, Olive A.,	" "
Manning, Blanche,	Economy, Ind.	Winterheimer, Charlotte,	Evansville, Ind.
Madden, Anna,	Aikin, Minn.	Wolfe, Helen S.,	Beloit, Wis.
Madden, Irene M.,	Castlewood, S. D.	Ziegler, Irma H.,	Cincinnati, Ohio
Marken, Caroline S.,	Valders, Wis.	Zinn Brunnen, Daisy M.,	Monroe, Wis.



MANUAL TRAINING JUNIORS

## NAMES AND ADDRESSES OF MANUAL TRAINING JUNIORS

Abercrombie, Ray E.,	Onton, Wis.	Johnson, J. Nevin,	Menomonie, Wis.
Barry, Robert,	Muscatoine, Iowa	Knowles, L. F.,	Fremont, Mich.
Beardsley, Charles,	Ellsworth, Wis.	Lien, Louis T.,	Cambridge, Wis.
Beckmann, Frank H.,	Flint, Mich.	Peart, Edwin A.,	Pittsville, "
Church, Rupert,	Oshkosh, Wis.	Raitt, T. Grant,	Durand, "
Churchill, Floyd V.,	Platteville, "	Schaefer, Henry J.,	Menomonie, "
Cornwell, Albert M.,	Detroit, Mich.	Shove, Loren,	Wausau, "
Craig, Oliver N.,	Bartleton, Ohio	Solar, Frank L.,	S. Kaukauna, "
Davis, Ed R.,	Janesville, Wis.	Stauffacher, Earl M.,	Ackley, Ia.
Flagg, Charles A.,	Edgerton, "	Vanderhoof, Charles S.,	Ogden, Utah
Foster, Miles T.,	Nelson, "	Vangilder, W. Earl,	Onton, Wis.
Grant, George F.,	Saginaw, Mich.	Vickers, Harry H.,	Edgerton, "
Heuser, Ernest E.,	Fort Scott, Kan.	Wiegand, C. William,	Wausau, Minn.
Hilgendorf, Martin W.,	Juneau, Wis.	Wheeler, Otis O.,	Antigo, Wis.



LIVING ROOM AT THE ANNEX



KINDERGARTEN JUNIORS

## NAMES AND ADDRESSES OF KINDERGARTEN JUNIORS

Bagley, Lucile A.,	Madison, Wis.	Kreutzer, Lillian M.,	Athens, Wis.
Bensend, Emelia,	Whitehall, "	Kreutzer, Nellie H.,	Sturgeon Bay, "
Burrowes, Adelaide,	New Richmond, "	Laton, Hilda J.,	Menomonie, "
Curtis, Irene M.,	Madison, "	Latta, Georgia,	Antigo, "
Devlin, Marvel M.,	Loyal, "	Mayer, Velma L.,	Hudson, "
Durley, Lucile V.,	Superior, "	Mayo, Helen L.,	Minneapolis, Minn.
Fall, Florence,	Hudson, "	Rounseville, Odanah,	Antigo, Wis.
Fruit, Edna Ruth,	La Crosse, "	Sims, Irma L.,	Brandon, "
Fylpaa, Olga,	Star Prairie, "	Tillisch, Jennie N.,	Merrill, "
Griffith, Helen L.,	Morris, Miss.	Trowbridge, Bertha,	Mondovi, "
Harmon, Florence,	Helena, Mont.	Wells, Catherine E.,	Millbank, S. D.



LIVING ROOM AT BERTHA TAINTER HALL



A VIEW AT PARADISE VALLEY

# HISTORY

## THE GROWTH OF STOUT INSTITUTE

**S**TOUT INSTITUTE, with its varied lines of industrial activity, its excellent buildings and equipment, its rapidly increasing student body representing several states, its faculty of specialists from different sections of this country and from abroad bringing ideas and methods from many colleges and technical schools and from practical experience, its alumni now teaching or doing special work in all parts of the United States, its reputation among educators east and west, is the outgrowth from a small beginning made in 1891, by the erection of a little wooden manual training building of two rooms to be used by the public school classes of Menomonie.

At that time, manual training was engaging the attention of the country, being introduced as a direct training of the eye and hand and as a form of mental discipline. Mr. Stout wanted the boys and girls of Menomonie to benefit by this kind of work in the schools and at the same time to get a kind of practical training, something that would be used by many of them soon after leaving school. Bench woodwork was provided for the boys and cooking for the girls. This little building proved its usefulness, but was inadequate for the numerous lines of shopwork it seemed desirable to undertake, and in 1893 Mr. Stout built and equipped a first class three storied manual training school building, connected by a bridge with the high school building. Facilities were provided for freehand and mechanical drawing, bench woodwork, wood turning and mill work, foundry work, forging and machine shop work, cooking, sewing, and laundry work. Good tools and apparatus were installed throughout and in many ways, the provision seemed ideal. It was just making its value felt, when, in the winter of 1897, it was burned to the ground, along with the city high school. Mr. Stout was not discouraged by this big loss, but determined to rebuild, even upon a larger scale than before if the citizens of Menomonie wanted the school. They evidenced this by a willingness to build as good a high school as he would build manual training school, and they put over sixty thousand dollars into a fine modern school building, well adapted to the needs of Menomonie for many years. Mr. Stout wanted to put up a building containing school shops second to none, and suited to future needs, and added an extra forty thousand dollars to his building, with fifty thousand more for equipment, making the total cost of the Stout Manual Training School with equipment about one hundred and fifty thousand dollars. Like the buildings which were



burned, the two new buildings were connected with a bridge to facilitate passage of classes in all kinds of weather. Unlike the older buildings, they were built of brick and fireproof materials.

The Stout Manual Training School was completed in 1898 and was considered at that time the best equipped school of the kind in the country. It provided opportunity for pupils from the fifth grade through the high school to carry the different lines of manual training, domestic science, and drawing. Special teachers were employed to handle these subjects, and the character of work done was shown in 1904 by the award of the Grand Prize at the St. Louis Exposition for the exhibit of pupils' work in manual training, domestic art, and drawing. The equipment and courses were so complete that the attention of school people was immediately turned to Menomonie, and the graduates of its high school were called to other cities to teach manual training. Some of the students, seeing this demand, gave extra time to shopwork, and the instructors gave individual attention to the problems of teaching special classes, but as yet the training schools for special teachers were not started.

The kindergarten training school was organized in 1899, and has done ten years of successful work, preparing teachers for kindergarten and primary grades. It is to be discontinued after this year because the state normal school at Superior has established a kindergarten training department of high grade, and there seems to be no necessity of duplicating that work in Menomonie, when there is such a demand for more room for handling the other forms of work for which the school is so well fitted. The kindergarten enrollment has averaged about thirty-five students each year of the school.

The training schools for teachers of manual training and domestic science were organized in 1903 and united with the kindergarten training school under the name of Stout Training Schools, with Superintendent L. D. Harvey at the head. Fifty-nine students were enrolled this first year, and the growth has been steady ever since,—eighty-two, ninety-two, one hundred ten, one hundred forty-six, and two hundred forty-three. A training school for home makers was started in 1907 with five students and has increased this year to eighteen.

Until 1908, the schools were under the management of the board of education of Menomonie. It was seen, however, that the growth of the schools necessitated additional buildings and equipment and teaching force, and it was believed that an independent organization would be able to accomplish more for industrial education than could be accomplished under the old administration. With this thought in mind the Stout Training Schools were reorganized and incorporated as Stout Institute, with Hon. J. H. Stout as president of the board of trustees and Supt. L. D. Harvey as president of the institute. Immediately two trade schools were formed as a part of the institute, one for plumbers and one for bricklayers. Sixteen students have enrolled for the plumbing and one for bricklaying. There are also good sized classes in both these subjects from the high school.

Stout Institute is at present carrying on the following lines of activity: The training of teachers of manual training for both elementary and secondary schools, by means of a two years course involving a very thorough study of shop practice considered from the teacher's standpoint, a brief study of the theoretical side of the subject, and systematic work in practice teaching; the training of teachers of domestic art and domestic science in their various as-

pects, especial attention being given to the applications of design to clothing and interior home furnishing, and to the applications of science courses to the selection and preparation of foods and to the general care of the home, all of this being considered in its relation to the public schools and occupying two years; the training of teachers of kindergarten and primary subjects, with the handling of classes in three Menomonie kindergartens and in the first four grades; the training of young women as home makers, a two years course, including the care of the home, considered from economic, sanitary, and aesthetic standpoints, and the consideration of family relations; the training of young men as trade workers--practical one year courses being given in plumbing and bricklaying; courses in manual training, domestic science, domestic art, freehand drawing, and trade work in the public schools of Menomonie; experimental work in the field of industrial education, to determine values, content, and effective method of handling the work in public schools; a summer session for special teachers, courses being given in the theory and practice of teaching and supervising manual training and domestic economy; the publication of Stout Institute Bulletin, containing matter of practical value to teachers of these special subjects in public schools.

The training school for teachers of manual training began in 1903 with three students, graduates of the local high school. Since that time it has received students from all parts of Wisconsin and from thirteen other states from Pennsylvania to California. It has grown from three to fifteen, twenty, twenty-seven, forty-one, and (now) forty-six students. Its faculty has increased from two to six instructors, five of whom give full time to the handling of manual training classes. Its graduates are now teaching or supervising manual training in every section of the country. The positions taken by graduates cover normal school teaching of manual training, teaching special subjects such as mechanical drawing and joinery in city high schools, teaching grade woodwork in a large city system, teaching and supervising manual training in medium sized and smaller cities. In several cases these graduates have planned and installed full equipment for the work. It is gratifying to note that many of the graduates have shown their appreciation of the courses they have taken themselves by advising students from their home towns or from the places where they go to teach to take courses at Stout. Some of the best students the school has had have come in this way. Through the influence of but two of the graduates, six students have attended the institute.

The training school for teachers of domestic art and domestic science has grown since 1903 from twenty-one students to thirty-six, then thirty-eight, forty-seven, sixty-five, and this year one hundred twenty-four. Students have come from nineteen different states, and graduates are now teaching in several states. The positions include: normal school teaching of domestic art and science, special teaching in high schools, teaching of cooking or sewing in the grades of city schools, teaching and supervising domestic art and science in many places, demonstrating for commercial houses, acting as hospital dietitian and as school matron. The growth of this department has been beyond all expectations, and it is now far in the lead of similar schools. Many of the students here, as in the manual training department, have come to the school through the recommendation of former students, which indicates a lively alumni interest in the future of Stout Institute.

The summer session was started in 1906 as an experiment, and has now become a per-

manent feature. It was thought that manual training and domestic science teachers would be glad of an opportunity to become familiar with the courses and methods of Stout Institute, that former students would like to take such courses as have been added since they left or would like to specialize in certain subjects, that present or prospective students would take extra work or try to shorten their courses, that school officials thinking of introducing manual training or domestic science would take advantage of summer courses, and that some would care for shop courses for the work itself. All of these suppositions have been realized, and the attendance has well justified the experiment. In three years the summer enrollment has increased from twenty to forty-eight and to ninety-three. This year, twenty states and Canada were represented by directors and supervisors and special teachers of manual training and domestic science.

The outlook is bright for greatly increased school facilities, for large additions to the student body, for larger recognition from school authorities, and for a wider field of usefulness through new industrial activities undertaken. Since 1906, a regular quarterly Bulletin has been published, giving detailed information regarding the work undertaken by the institute. It is planned to make this even more valuable for those interested in industrial subjects.

It will be of interest to former graduates to have mentioned the members of the faculty of the Stout Training Schools of former years, who are not now teaching at Stout Institute:

John H. Mason---director of training school for manual training teachers, 1903-1905.

Albert G. Bauersfeld---supervisor elementary manual training, 1903-1905.

S. S. Judd---joinery, pattern making, forging, machine shop practice, 1903-1905.

Howard D. Brundage---supervisor of elementary manual training, 1905-1908.

Louis F. Olson---mechanical drawing, joinery, forging, 1906-1908.

Newton Van Dalsem---assistant in woodwork, 1906-1908.

Anna K. Flint---sewing, dressmaking, millinery, 1903-1904-1906-1908.

Gertrude Reinhart---food study and cooking, 1903-1906.

Mary A. Dunning---domestic art, 1905-1907.

Thomas R. Lloyd-Jones---science, English composition, 1903-'04. (Principal high school.)

George A. Works---nature study, 1905-1907. (superintendent of city schools, 1909.)

Harold B. Shinn---chemistry, bacteriology, 1903-1904.

A. H. Christman---chemistry, bacteriology, physiology, 1904-1906.

William Urban---bacteriology, physics, 1906-1908.

Martha Logsdon-Coull---director of kindergarten training school, 1903-1906.

Louise R. Atkinson---director of Codrington kindergarten, 1903-1905.

Katherine B. Shepherd---director of Central kindergarten, 1903-1906.

S. H. Metcalf---theory of music, note reading, kindergarten songs, 1904-1908.

Alma L. Binzel---director of kindergarten training school, 1906-1909.

Maud Stewart---assistant in art department, 1905-1907.

Louise Christianson---assistant in art department, 1906-1908.

N. J. MacArthur---director of school of physical training, 1903-1907.

Carolyn Bornheim---assistant in physical training, 1903-1906.

Agatha Carstens---assistant in physical training, 1906.

Edith H. Warning---composition and rhetoric, 1903-1904.

Margaret Ashmun---English composition, 1904-1906.

Edward Treleven---English, 1906-1907.

Lelia Bascom---English, 1906-1908.

Many of the above teachers taught public school classes as well as training school classes, but they will all be remembered by many of the Stout alumni.

GEORGE FRED. BUXTON.

## HISTORY OF THE SENIOR MANUAL TRAINING CLASS



THE days when the 1909 manual training class first met are vividly brought back now that school is about to close. With twenty-two members in the class, the outlook for good work, as well as good times, was bright. A starter for the good times came in the form of a trip up the creek with the Senior fellows. The feed, games of tin can, and leap frog, and the good weather are all pleasant memories. On this outing, material for a glee club was discovered. The club was organized with Chalfant pounding the strings and Roehl hammering the beats. With the Stout male chorus as advance agent the Minstrel Show was given at the Junior reception with Bauman as director. To say that Bauman made us sing till we were black in the face is putting it mildly. At the close of the year we found that Harfacher, with Hoefflin and Lockwood as assistants, was signed up to do Eau Claire. Weatherby was a prospective student at Throop, Pasadena, California, and Price was to get his price at Fond du Lac. What was our surprise on our return this year to find Curran doing the elementary woodwork and practice teaching supervision as "one of the powers that be," and Sharr getting a line on things as assistant in mechanical drawing, and Nihart of Oklahoma City, Okla., an added factor in class life. Practice teaching now became the regular dope to take between meals. A proof that it took well: Chalfant left before Christmas to accept a position at Douglass, Ariz., and the report has come to us that he has been re-elected with a substantial raise of salary. McKeever, dad of the class, was next to desert us for a position at West Division, Milwaukee. He is at present working in North Division, a position which is an advance from his first one. With Bowman down in El Paso, Texas since February, we expect to hear a fluent Mexican on his return. Scharr got his in the form of a position at Ely, Minn. and is re-elected at a substantial raise for next year. At the close of the first semester Ted Coffin was deserted by Emma Hanson, leaving Ted to prove to us that girls can sure work some. They say that Miss Hanson spends all her spare time in reading "Housekeeping for Two". Roehl has accepted an offer at Negaunee, Mich., and Bonell goes to Ironwood, Mich., leaving Bauman, Chloupek, Coffin, Curran, Funsett, Gerber, Mike and Charley Kavanaugh, Miller, and Nihart still to be heard from.

## THE DOMESTIC SCIENCE CLASS OF 1909, STOUT INSTITUTE

THE busy world of Stout Institute was startled out of its customary routine when the Juniors of 1907-8 descended upon the school, double in number of any previous class in its history. The class numbered forty-four, with members from Wisconsin, Michigan, Iowa, Illinois, North Dakota, Montana and Kansas. Its number remained constant until the end of the year, when nine dropped from the ranks of the class. Three, Misses Culver, Clayton, and Showalter, were obliged to give up work on account of ill health. Three more of the number, the Misses McGilvra, and Miss Hankwitz of the Home-Makers' School found more congenial occupation in planning for homes of their own. Three members of the class dropped out to take up work elsewhere; Miss Latta, with her



MOULDING ROOM



sisters, opened a dressmaking establishment, Miss Vanitvelt took up Normal school work, and Miss McMullen, the study of music.

At the opening of the present school year, the class was enlarged by the entrance of six one-year girls; Miss Nellie Warner, a grade teacher from the Milwaukee schools, Miss Nellie Fitzgerald from the Oshkosh Normal, Miss Esther Moran, a Superior grade teacher, Miss Alice Wheeler, an art teacher from the Galveston, Texas, schools, and two Sisters, Fridoline and Theophania, from St. Rose's convent at LaCrosse, Wisconsin. The class is very proud of the Sisters, who came to Stout to study domestic science, with the view of teaching it in boarding schools conducted by Catholic Sisters. Sister Fridoline has been in the convent for sixteen years and has taught for twelve, while Sister Theophania has been in the convent for thirteen years and has taught for ten years.

At the end of the first semester, one of the class members, Miss Jennie Goessling, completed her work in Stout and went to Springfield, Mo., to take charge of the Domestic Science work in the Missouri State Normal.

In February, another loyal, royal girl, Miss Alice Wheeler, was compelled to leave on account of poor health.

On April seventh, death removed from the ranks of the class one of its brightest and most lovable girls. Elizabeth Hogan, or, as she was familiarly known to all the girls, "Betty," had made a place of her own in the hearts of her class family, a place which cannot be filled, and from which she is sorely missed.

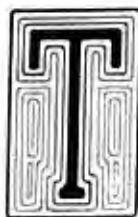
The members of the Domestic Science Class are particularly congenial, and every school day is full of happy times for them. Of the special occasions on which the class has made merry, only brief mention can be made here. There was the afternoon given them, as juniors, by the seniors at Bertha Tainter Hall in the fall of 1907; the return party given by them, thru the courtesy of Mr. and Mrs. Harvey, at the Harvey home, during the spring of 1908; the large party up the river, with Mr. Harvey for fireman and chaperone, and the Juniors for guests; the two Hallowe'en parties given by the class for the Juniors, one at Bertha Tainter Hall, the other in the Kindergarten rooms; the return "Kaliko" party given by the Junior girls, where the class saw themselves as others see them, when the teachers appeared in the beloved stripes; the never-to-be-forgotten dinner when Section I entertained Section II; and the jolly sleigh ride and dinner given the practice teachers by Miss Wood and Mr. Crane of the Agricultural School.

The class of 1909 is distinguished not only for its size, being the largest class to graduate from the institution, but also because of the inauguration within its history of several important movements. It is the first class to be graduated from Stout Institute. It contains upon its roll the first Home Makers' Class. It is also the first class to adopt and wear the Stout stripes.

So popular has this class grown that pictures are made for the girls at half price; uniforms and graduating dresses are furnished at cost; shoes are offered to the members at a great reduction; reductions, in short, in everything but tuition and examinations.

So rapid has been the development of this class that at the end of two years it has become necessary to set down its history. Its story has only just begun. In future annuals interesting chapters may be expected, telling of history made by the girls of the Class of '09 as they go about doing their useful work in the world.

## HISTORY OF THE SENIOR KINDERGARTEN CLASS OF 1909



THE Junior year begun in the Stout Training School stands out in bold relief from the years in our High School Days. Why---because we started out in earnest to fit ourselves, through our training, for that honorable and beautiful work---teaching little children; and to reach a goal---graduation. At first our class numbered but fourteen, but with the coming of Florence Fall and Odanah Rounselle we counted "sweet sixteen." Those were good old days when we were Juniors together. How scared some of us were in psychology, but what fun we had in drawing! We were proud to think that the head of the department considered us capable of conducting this class without the aid of a supervisor twice each week. And Nature Study! Wasn't it fine? The poor teacher, I know we kept her busy trying to find enough work to keep us occupied.

Finally we came to our Senior year. Of the old gals, two had left, Grace Drake, to finish her course at Chicago University, and Francis Healy, to assume the "dignified role" of kindergartner in Ironwood, Mich. However, this gap was filled by four others coming here to complete their training. They were Della Decker, Cora Hurlburt, Sadie Egleston, and Gwendolyn Fenton. We are now at the top of the ladder and most important. The discipline we got surely showed us that "Stout Life" isn't all fun. But I suppose that helped some to make us what we are now, for every one knows that ours is the finest, although the LAST class to leave the school.

### THE JUNIOR KINDERGARTEN

ON September twenty-first, eighteen Juniors entered Stout Institute. Misses Fall, Rounselle, and Fruit joined the class, for they entered the second semester of last year. Tho few in number, they felt that their work was quite as important as that of the Domestic Science Juniors, and when they saw their program and found that it included Ethics, Music, Technics, and Nature Study, they were certain that theirs would be a busy year.

There were so many Nature Study excursions, so many individual searches for birds and butterflies, so many periods of observation at Central, Codington, and North, that the autumn months went very rapidly.

One of our members, Lucile Badley, had to leave us in November, because of illness. She had made a place for herself in all our hearts and we have missed her greatly.

When we returned after Christmas, we learned that Miss Lucile Durley had left us to enter the University of Wisconsin. Later reports say that Miss Durley will take a Home-makers' Course here next year.

Miss Georgia Latta entered the second semester, so we now number twenty.

Early in March we learned that the Stout Kindergarten Department was to exist no longer, so next year will find us widely scattered. However, we shall not forget our first year at Stout,---our thoughtful Seniors, our Psychology classes, our course in Mechanical Drawing, and the seeds we planted in sawdust.

## HISTORY OF THE DOMESTIC SCIENCE JUNIORS

We, the jolly Juniors, who entered in 1908,  
And are noted for being brilliant and decidedly up-to-date,  
Started our noble school career  
On September twenty-first, a day most dear.

It was at this enchanting time  
The Juniors learned to toe the line,  
Especially the D. S's, it seems to me,  
Who numbered exactly eighty-three.

Alas! their profession proved so great  
Five more entered the band and came in late,  
Increasing the "Stout" number to eighty-eight  
And every one is doing first rate.

The Homemakers twelve, a class most rare,  
Started out, their dutiful life to prepare;  
Four departed---we hope for a good reason---  
And several more entered, to be sent out next season.

On September twenty-fifth, when the students were still blue,  
And everything about was very strange and new,  
They were tendered a reception of which they still do boast,  
And why not? The Honorable Mr. Stout was the host.

Hurrah for the class of 1909!  
Who have given the Juniors such a jolly good time;---  
For instance the reception so grand  
Which was lacking in nothing, not even the band.

A trip up the river,---on the barge we went,  
And Mr. Harvey his bountiful services lent;  
We came home by moonlight, drifting along,  
And the hills fairly echoed with the good old Stout song.

Here's to the classes who have gone before,  
Here's to the Institute on Menomin's shore,  
Here's to Mr. Stout, the best of men,  
But here's to the class of 1910.



## JUNIOR MANUAL TRAINING HISTORY

AS the twenty-first of September drew nigh about twenty-five fellows of but little more than high school age began to make their way towards Menomonie. They had all decided to enter "Stout". By Monday morning (the 21st) they had been in town long enough to find boarding and rooming places and were ready to settle down to work.

After they had paid out their money to the collector, Mr. Brace, and had found out what they were to do, where and why they were to do it and numerous other minor points, there began to be a semblance of order out of the chaos and the class of 1910 came into being.

The next few days were spent in getting acquainted, both with the teachers and with each other, and in getting down to earnest work.

The faculty announced about this time that we had to wear uniforms. So we all re-



paired to the clothiers and purchased the prescribed costumes. Then we had to have a picture or two. These proved so satisfactory that we had them made into post-cards and scattered them broadcast over this country to advertise this great and glorious class.

Work had now begun in earnest and, aside from dances and parties, the days were much the same. Occasionally, some excitement was caused by one of our number finding his affinity among the many girls who attend "Stout", but this soon became such a common occurrence that it ceased to bring out applause.

The Hiking Club was organized and many of our class were members. The Senior boys entertained us up Wilson Creek on Saturday afternoon and who will ever forget that day? My, how it rained! The elements had it in for us, that was evident. But even the rain failed to dampen our spirits. We had loads of fun.

Somebody called a meeting of the entire class one evening after school and after some discussion officers were elected. The only way they had to pick out their choice of the candidates was to line the culprits up and pick by looks. It is needless to say that T. Grant Raitt was elected president, Col. M. Cornwell was elected secretary. The girls got the other offices.

School had been going but four weeks when the Seniors entertained us. This was the first formal reception of the year. We have all sworn by the Seniors since October 23.

December 19 was the beginning of the Christmas vacation and we who were not so fortunate as to be able to go home were terribly lonesome for two long weeks. Still, I mustn't include all of us in the lonesome list, for who dares to say that Beckman was at all lonesome?

School began again January 4th, after a most enjoyable vacation. On the 24th we had that never-to-be-forgotten character party. Of all the costumes ever thought of 99 per cent of them were there. "Bones", Raitt, Beckmann and Cornwell were winners.

Barry joined our ranks at the beginning of the second semester and he was immediately made at home in our social affairs, being quite a sociable fellow.

Nothing unusual occurred from this on until G. Wm. Wiegand fell and badly sprained

his ankle. This took one of our number away for what eventually proved, the rest of the year, Johnson and Foster entered at this time increasing our number to 28.

Up to the present time, nothing has occurred worth noting. We are looking forward to a prosperous ending of this, our first year, and, in behalf of the Manual Training Class of 1910, I wish to say, "May coming classes prosper and be as happy as we have been in our work together this year."

C. S. V.

## MENOMONIE THRU A TIN HORN

ALL aboard! All on for a trip thru our city. Are you ready? Let her go, Mr. Chefionier.



We are now ascending the depot hill, made famous by the fact that so many teams and autos are stalled annually in the mud, and that the hall girls have to take the bus. The sides of this hill are left unsightly on purpose, so that the people won't be disappointed when they reach the summit. Just a minute please,--we are stalled--all right, we are moving again.

At last we are at the top. You will notice the magnificent building on the corner to



STOUT INSTITUTE

CENTRAL SCHOOL

your right. That is the home of the plumbing and brick laying school. That man standing in front with the green hat is Willie Hefelfinger, the man who shows the boys how to lay brick. The man in the second window eating peanuts is Percy Fuchs. He's a plumber.

That building out there in the yard is the High School. Dave Thomas and Oppie Jackson go to school there. Yes, there they are now by the window watching for an opportunity to wave at certain domestic science girls.

The other building in this yard is the Stout Institute. They put that bridge between the two buildings so that the high school boys and the Stout girls would experience no difficulty in arranging dates for Friday, Saturday, and Sunday nights. It is also used for other purposes.

You asked who those girls are attired in convict suits. Those are nothing but Stout domestic science girls on their way to classes. Yes, there are one or two homeseekers there too. The man with the scowl on his face is "Doc" Nihart, the enemy of "tough blokes." Whenever he sees any of this tribe he "dings 'em on the bean." He is also a follower of the famous southpaw, Cy Young, and he practices his "rural free delivery" on the campus.

Across the street over there is the "Gym" and "Nat." Here is where the boys and girls get the exercise required to give them strength enough to study their lessons. The "Gym" is very popular with the manual training boys. They look forward to Thursday mornings with impatience because it is on this day that they have "Gym" work.



YELLOW LODGE

We are now on Wilson avenue. Those two yellow houses to the left are also part of the Institute. The first one is the library. Students may be found here during the day, perusing

musty volumes, or engaged in psychological research. Dates are occasionally arranged here. The office of Louis Roehl, editor of the Annual, is also located in this building, and meetings of the Annual staff are frequently conducted here. The other house is the homemaker's cottage. We will say nothing about this cottage as the inmates speak for themselves.



DUNN COUNTY NORMAL AND AGRICULTURAL SCHOOL.

The Dunn County Normal and Agricultural School are housed in that brick building to your right. Here is where Mr. Crane turned out his team of "Invincibles," (five cents straight).

We now come to the Dunn County News Office where the Stout Annual was ground out on legal cap.

Passing along, we next see the Congregational Church, then the Methodist Church, the home of "Dick" Coram, the minister's son, and lastly, the Court House. This modern looking structure is not a place for spooning, friends, but where the strong arm of the law is exercised.

We next pass on to the main thoroughfare. To the left, you will notice the Menomonie Candy Kitchen where chocolate nut sundaes are only ten cents.

We next come to the house of Harvey K. Snively, the well known comedian of "Diamond and Hearts" fame.

On looking to your right, people, you will see the flatiron building, and be sure to note the great tombstone display. Here is where "Chuk" Kavanaugh pawns his monument when he is broke.

That drug store you see over there is where "Doc" Brooks rolls pills and washes windows. "Doc" is one of the four hundred.

Notice that fashionable haberdasher next. In the window you will see Beckmann.

posing in a lavender tinted shirt and socks to match. He is a 1920 model "all wool and a yard wide."



MABEL TAINTER MEMORIAL LIBRARY

That man on the corner over there is "Shorty" Bonell, manager of the notorious Stout Basket Ball Squad. Fussing is one of the manager's "accomplishments."



BERTHA TAINTER HALL

To your right you see Menomonie's ten cent theater. There is nothing like it in the city. Another place of interest is our postoffice, the only one of its kind in the Northwest.

That large building over there is the Memorial, which contains our public library, dance hall, theatre, Unitarian church, G. A. R., and Club Rooms. Here it is that our local talent is squelched. That man you see on the steps with volume 39, Encyclopedia Britannica, under his arm, is Solar looking for new ideas.

That place over there where young America abounds is Monte Carlo--no, I mean Monte Cristo. They get our money anyway. Charge it to Dad.



BERTHA TAINTER ANNEX

The street we are now on is Broadway. That large red structure on the corner is the Hotel Royal. Chloupek, the vegetarian, lives there. He is called the vegetarian because he is so fond of "Spuds." The three "muts" with their feet upon the radiator are the Royal Jesters.

On that bill board across the street you will see advertised the Home Minstrels for a return engagement, 2009, starring the Smith Bros. in their rattle bone specialty. "Wait a minute, Billy---I muffled it!"



TAINTER HALL AND ANNEX FROM ACROSS THE LAKE

That place above there is where the Social Dancing Club gives Father Time a run for his money at 12:15.

Passing into the residence section we next come to the home of Pres. Harvey—"nuff said." You ask if those two buildings are the asylum---no, they are not, tho they do house some "cases." Those buildings are Tainter Hall and the Annex, the latter commonly called "Barney Castle," because it was made out of a barn (warmed over). Front rooms \$20 extra. The girl in the second story window is Gussie Niles. That water lily pond you see behind these buildings is Lake Menomonie, which affords excellent skating during the winter months, (eight months), also good swimming and city water supply (?)

Put on the brakes there, "Chasels," for we are going below. The big residence to your left is Sen. Stout's home. The next place of interest is Wilson Creek. That bunch of fellows you see perched on the railing is the "I. Bita-Pie." Do you see that man down there in that canoe? That's Mr. Elzinga, instructor in bent iron and hammered metals. See those bubbles arising on the surface of the creek?—That's "Cutie" Chloupek taking his annual bath.

You have now seen Menomonie's wonders, and, after paying your fare, you can follow this road to the Junction and catch the last train going east.



BOAT LANDING, WILSON CREEK





# HUMOR • OUS •

We hope this little bunch  
of chaff  
Will soon produce a  
double laugh  
Reading and laughing you'll  
grow fat  
And growing fat you'll be  
laughed at.

## MISS DAY'S ANNUAL LECTURE TO THE JUNIORS

Thou shalt have no other Day before me; lo I am thy Day. Thou shalt not dis - cuss lest thou take thy neighbor's name in vain! Thou shalt not kill time! Thou shalt buy two reams of note paper; yea, and ink even to the half of thy kingdom, that thou mayst put all I say in writing. Thou shalt have three princess aprons; even stripes to keep thee neat.

Thou shalt partake of nothing but a balanced ration;—e'en to the proteids, carbohydrates, and fats thereof.

Let thy recitations so shine that they may leave a clear cut and definite; yea and snappy impression on thy souls.

And let it come to pass from the beginning that ye bend not from this way;—that thy days may be long in this temple of skill, industry, and honor.



## HOLY SMOKE (Jerusalem)

Last night as I sat dozing,  
Deep in a mission chair,  
I stood in Old Stout Training School  
In all her grandeur there;  
I heard the anvils ringing,  
And 'midst the irons clang,  
Methought the voice of Olson  
Up from the forge room rang;  
While sparks flew high I heard him cry  
And this the dirge he sang:

Stout Training School, Stout Training School,  
Fling wide your doors and sing,  
Big time to-night if all goes right,  
And we will have our fling;  
We care not for expenses,  
For Stout will pay the bill.

And once again the course was changed,  
One ten (\$110.00) to pass the gate;  
And you got "conned" if entering there  
After the stroke of eight.  
A "sheep-skin's" surely worth the price  
They asked of you to pay;  
It was the new Stout Institute  
In session all the day;  
It was Stout's stout Stout Institute  
Upreared from wood and clay.

Stout Institute, Stout Institute,  
We ne'er shall see you more;  
The Monte, Annex, Smith's good floor;  
And all gay times are o'er,  
Likewise, those horrid lesson plans  
That make our life a bore.

"Chuk."

## ALL THE WORLD'S A STAGE

The Right of "Weigh"—Brightie.  
The Crisis—Hazel Arnold.  
The Strollers—Bess and Oppie.  
The Girl at the Helm—Mrs. Taft.  
Last of the Barons—Nihart.  
Pilgrim's Progress—Arthur Coram.  
Heavenly Twins—Spuds and Cutie.  
The Firing Line—Mary Todd.  
The Gambler—Ruth Byrne.  
The First Violin—Funsett.  
The Leaven of Love—Emily Ingram.  
The Eternal Question—Vivian Brown.  
Little Shepherd of Kingdom Come—Earl Steendahl.  
The Honeymoon Trail—Bess and Frank.  
A Message from Mars—Jessie DeBoth.  
The Servant(s) in the House—Hall Girls.  
Absence Makes the Heart Grow Fonder—Harvey Scharf.  
The Lady of the Decoration—Valma Mayer.  
That Girl Montana—Florence Harmon.  
The Girl from the Golden West—Ethel Rader.  
My Wild Irish Rose—Florence O'Leary.  
Mrs. Wiggs—Ann Farwell.  
The Man I Left Behind Me—Dunnie.  
The Choir Invisible—Ava Ripley.  
Last Night the Nightingale Woke Me—Ruby Jourdan.  
Innocence Abroad—Frank Beckmann.  
The Gentleman from Indiana—Mr. Cornwall.

## AT MILLINERY CLASS

"Girls, don't forget to pick up the floor and tables before you go."

"Do get up on the table to cut your materials, and then the floor won't be in such an awful condition."

Bessie Chamberlin is now out so much at night that we have decided she is making a study of the Solar System.

"I have something, dear, to tell you.  
I have wished to say before."  
And he drew up close beside her,  
"Your rat shows thru your pompadour."

## ROLANDO CHLOUPEKKUS (Cutie)

To the fair town of Menomin,  
Built by the broad Red Cedar,  
By the brimming swift Red Cedar;  
In the fall of Nineteen Seven,  
Came a youth, bold Roland Chloupek.  
Fair was he, and good to look on.  
He a man in all dimensions,  
Fearing neither man nor devil;  
Full "peg tops" of broad extensions  
Disregarding all conventions.  
When in spring, he blossomed boldly,  
"Chappy hat" and tan shoes mostly;  
Swell tan pumps with buckles golden  
Matching hair to a perfection,  
Which was of the style "peroxide."  
O, he was a sight refreshing.  
But to speak in accents slangy,  
His "long suit" was his "fussing."  
Be it said unto his credit  
That he was a "bird" at "chasing";  
Breaking hearts and sometimes bank notes,  
Class pins dang'ling from his watch fob  
And emblazoning his waistcoat  
Spoke the number of his conquests,  
Maidens, legion, fell adoring  
'Neath the spell of his attractions.  
On the cornet, blew he lusty,  
Wringing notes most dire, distressing,  
From that brazen throated trumpet.  
Making joints he was a fizzle;  
Wrecked the wood with maul and chisel.  
This brave youth of gracious repute  
Was beloved of a maiden,  
Stout of heart and stout of stature,  
Stout of faith and avocation.  
But alas! he proved unworthy,  
Fickle as the Hare of March is,  
He "broke" camp and "sought new pastures."  
May there come a time when he will,  
Locked far down in fiery dungeon,

Swing a sledge that weighs six hundred;  
Pound refrigerated iron;  
On an anvil made of bass wood,  
Forging bolts to serve Old Vulcan.  
May "thin wood" be his destruction;  
"Water wheels" be his sustenance;  
HDB his "chief tormentor."

("Chuk.")

## SIDE TALKS TO BOYS

Our Durand Subscriber---I think that as a rule it is better policy to take but one girl at a time to a party. It is not your fault that there is a dearth of young men at your college.

David T.---Yes, you are right in thinking it well to cultivate the acquaintance of college girls. There is nothing so conducive to manliness.

Mr. Vickers---Don't despair, you'll learn to dance soon. Surely there is some good girl who will gladly teach you.

Martin K.---It will be necessary only to TIP your hat to the Hall girls. Tho it is more gallant to RAISE it, you thereby expose yourself to the cold. If you insist on RAISING it, this may be done with least danger at noon.

Earle S.---No, it is not necessary to treat Miss \_\_\_\_\_'s friends whenever they come in. Tho it may increase your popularity, it is an awful drain on your father's pocketbook.

Max B.---Do not give your opinions too freely. Reserve them for the Annual Board where they will count.

O. Miller---You surely should learn the barn dance. It makes a person graceful and is not difficult if one has a good partner.

Mr. Heuser---Yes, a lavender handkerchief is quite correct to wear with a taupe suit. Do not omit amethyst cuff links and stick pin, now so popular in the best shops.

Mr. Craig---Do you think you are quite loyal to the girl in your home town? Of course, help the other fellows out, but don't allow yourself to get too interested in any one girl. Yes, sixteen suits are all you will need.

We cannot all be pretty,  
And we cannot all be smart,  
And we cannot all go fussing,  
All of us have not the art.  
Nor can we all be clever  
And witty all the while,  
But there's something sure the matter  
With us, if we cannot smile.



*O life is a river; and man is a boat  
Unleashed from her mooring adown it to float,  
Some steer safely alone thru the decree of fate,  
Some are scuttled and sunk by a mutinous mate  
Ohuk,*

## A MECHANICAL LIFE and THE "WHAT OF IT."

They found him crumpled in a hump,  
His "running gear" awry;  
His "apperceiving mass" went bump  
And "that's the reason why."

Alas, so soon he struck the "bevel;"  
He scarce had climbed the "grade of life."  
In maxim "plane"; in "spirit level;"  
His pleasures S(alloyed) by fate's cruel "knife."

No "vise" had he, nor time to "waste,"  
The "course" he steered straight as a "die";  
But he didn't have a "lesson plan,"  
And "that's the reason why."

No more he'll tread our classic halls  
On wider learning bent;  
Nor haste thru town when twilight falls,  
By "seven-thirty" sent.

No more on "Barney's" floor he'll stand,  
The focus of two score of eyes,  
With trembling knees; hat clutched in hand,  
Tho badly "fussed"; to seem at ease he tries.

"Four bits" he paid for oyster stew,  
At the "Monte" "after the ball."  
No more he'll wail those "sheckels few"—  
He's "cashed his chips" for good and all.

At eight o'clock, woke from a trance,  
No more he'll hear the call of "Psy";  
He wore his "shirt outside his pants",  
And "that's the reason why."

"L'morte now" those "subtle curves";  
Have lost their "charm"; their "rhythm" fled;  
His soul is gone, "transition" borne;  
No "union" here, this "clay" is dead.

This "Frame" so good when life "obtained",  
Can naught of further "interest" hold;  
"Clamp down" his "Coffin" "Mission stained,"  
And "chuck" him in the "mould."

## A RECIPE FOR STOUT LIFE

2 cups of brains  
1 cup of nerve  
1½ cups of responsibility  
1 doz. plump note books  
1 pkg. of womanliness  
1 empty pocket-book  
½ doz. fresh B. Coli  
1 structural formula  
1 pleated skirt draft  
1 cup of amiability  
A dash of smiles

Method:—

Mix dry ingredients; add a few social functions and flavor with the essence of friendship.

Place in a sterile flask and sterilize for 20 minutes for three consecutive days in an Arnold

Sterilizer.

Serve in Petri dishes with whipped odium Lactis and garnish with aspergillus.

This recipe will serve one person for two years at unlimited cost.



## BARNEY CASTLE

Where the first faint sunbeams gladden,  
Where the setting sun rays redden,  
Where thy towers battlemented,  
'Gainst an azure sky supplanted,  
Where the moonlight falls in glory  
On a spot that's old in story,  
E'er we contemplate this splendor,  
Lift the veil and let's look under,  
Locked within thy dark recesses,  
Held by stubborn wall's caresses,  
Robbed of life, and mirth, and gladness;  
Languishing in dreary sadness;  
Bound by mandates none dare transgress;  
Guarded by a fiend preceptress,  
A Medusa hideous, awful,  
Holding rights the powers call lawful,  
Cruel, flinty hearted monster,  
Woe to those who go against her,  
Why revolt at the tradition  
Of the Rack and Inquisition?  
Rend of bone and broadswords' crash;  
Naught are they to Barney's HASH.  
Where the "pug" that's not thru growing  
'Served "La Stout" with red blood flowing,  
Where they pass glucose for maple,  
And the cakewalks off the table,  
There a hundred giggling lasses  
Bore you thru with opera glasses;  
And maids demure, of sober mind,  
Fling remarks most cruel, unkind,  
Those who ought of right to warn you,  
From the heights, look down and scorn you;  
Chuckling in unholy glee  
O'er the plight of you and me.  
Knights of old held high their glasses,  
Drank the health of bonnie lasses;  
Clasped the Torn Veil as token;  
Pledged an oath ne'er to be broken.  
"By the heaven that bends above you"  
Swore to keep for aye and love you.



Armor clad with martial song  
 Forward rode to 'venge all wrong.  
 You, who are camped on fortune's trail,  
 Here's a quest that eclipses the Holy Grail.  
 Here a treasure, precious, golden;  
 Fair is it; good to beholden.  
 Diamonds set in metal chased,  
 Compared with this, would look like paste.



## AUFWIEDERSEHEN

"Aufwiedersehen," she whispered soft,  
 And o'er her words he pondered oft.  
 They met again; but why? O why?  
 Sie hat ein mann und kinder drei.

Dunnie---Oh, I'm so hungry---guess I'll turn into a poet so I won't have to eat so much.  
 Spuds---I'd rather turn into a restaurant.

## HEARD AT A TAINTER HALL SPREAD

Flaherty---"Oh! is this a spread?"

Hazel---"This is sweller 'an a goat-gee, but this makes me homesick!"

Mildred---"Come on in, Van, and have some eats, Dot got a box from home---that's

Boscobel you know."

Chorus---"Where did you say?"

Klumbie---"Did you say you had some nice vresh gream bufs?"

Lil---"This coffee's hotter than the band."

Bon---"Girls, don't you want some more coffee? Well, if you don't want any, I guess

I'll have some more. Please pass the sugar."

Ruth---"Well, what do you know about this?"

Rubie---"I'll be in in a minute, just wait till I wash my face."

Mibs---"Ah, come on, honey, have some more."

Brightie---"Oh I can't, I've got to go over to the Annex."

Helen---"I've got SO much work to do."

Van---"Hurry up, Floss, and the rest of you downstairs triplets."

Jess O---"Ester's going to sleep instead of coming down."

Nellie---"Oh never mind getting up, I can just as well sit here on this book-case as not."

Marie---"Why don't you say something, Beckie?"

Beckie---"Oh, I'm busy eating."

Mary---"Oh, I can't come, I have to write a letter to Kansas. May I take your dictionary, Lil?"

Frances---"Well, goodnight, girls---I'll take this home and eat it in the morning.

Miss F---"Girls, it's nearly eleven o'clock---time the lights were out."

## THE FOURTEEN INFORMAL STEPS (Quick)

An excess of	-	Jollification
Makes you 'lax	-	Deterioration
Prof. gets some	-	Information
Snoops around in	-	Observation
Calls you in for	-	Consultation
When you venture	-	Explanation
Prof. returns with	-	Condemnation
Of no avail	-	Expostulation
Tho eloquent your	-	Declamation
On dead ears falls your	-	Supplication
Bad for bad is	-	Compensation
Tho being fired means	-	Damnation
Do not whine for	-	Consolation
You but show	-	Capitulation

## A RUMINATIVE JUNIOR

For hours I sit, and dream, and think;  
The shadows fall, the moments flit:  
This life recedes to parts unknown,  
I cease to think; I merely sit.

## SENIOR EXAMINATION QUESTIONS

1. How does a French-seam to you?
2. Why did the cookie cutter?
3. Have you seen the new rolling pins at Ingraham's?
4. Where did Durno have the chickens?
5. What can you catch in a grease trap?
6. Who is Uncle Scorbutic?
7. Give the approximate weight of hard water?
8. Describe a direct-indirect cooler.
9. Why does ginger-root?
10. Why should a fruit cellar be clean?
11. Why not put a raisin in bread?
12. Does whipping make cream better?
13. Why would you B. Coli?
14. What is the value of pie?
15. What is the value of Domestic Silence?
16. Why die it (diet)?
17. Why take mordant to dye?
18. Why have an assistant in dying?
19. Why do phagocytes eat 'em alive?
20. Why is Chamberlin's water not well water?
21. Why have a sun in the living room?
22. How many tones make harmony?

Some folks sleep the livelong day,  
Some sleep the clock aroun';  
Some take sleepin' standin' up,  
And some alyin' down;  
Some prefer to sleep at night,  
Some folks sleep a heap,  
But how, and why, and when and where  
Doesn't Flaherty Reynolds sleep?

## THE SENIOR SUPERLATIVES

The cutest--"Spuds"  
The hungriest--Jess Jackson  
The neatest--Marge Looney  
The happiest--Bon Grimshaw  
The darkest--Lillian Royce  
The blondest--Bessie VanHale  
The dearest--Marie Huntsman  
The smartest--Emily Thomas  
The most talkative--"Peg"  
The sweetest--Helen Hooley  
The daintiest--Jessie Thuermer  
The most dignified--"Beckie"  
The naughtiest--Ruth Morrison

"Ah, my dear sir, would you be so kind as to--ah!--tell me what is done with this vast number of--ah,--Stout students?"

"Why yes, we reform all we can and what we can't we can."

If there sh'd be another flood  
Then here for refuge we would fly;  
Tho' all the world should be submerged  
This book would still be dry.  
(In one of Psychology books found in lecture room.)

Miss Perkins--I'd like to become acquainted with the man who discovered the why of the thus. He knew why the wherefore the thus ought not to have been.

## THE FRUIT OF EXPERIENCE

Beau Brummels bold, and lovelorn swains;  
A maxim, wise and true:  
It's easier far to love a girl  
Than make a girl love you.

Take Perkins Biology, 47 varieties--Tasteless, harmless, insipid, but odorless. Save the stains. WEAKLY lectures.

## SAYINGS THAT HAVE PASSED INTO HISTORY

"Friends, what is the pleasure of the class?"  
"I'm as mad as the band."  
"This is the most beautifullest party I have ever saw."  
"That's a blooming shame."  
"I'm going with Mr. Raitt, our Class President."  
"Oh, gee, I'm pretty nearly crazy!"  
"Isn't that rare!"  
"Aw, guys!"  
"What of it?"  
"Please don't talk in the class rooms."  
"I'm so busy, girls, I'm just spinning on my ear."  
"Milderd!"  
"Girls, its almost eleven o'clock. Time your lights should be out."  
"Papa always sleeps on a hair mattress."  
"What shall I do with this problem?"  
"Why, grey it."  
"Those subtle culves---is that Aht?"  
"Tuf bloks! That fellow's mean enough to pull young corn."  
"Say, fellows!"  
"Have you seen Zummie?"  
"Popcorn! Popcorn! Nize, fresh popcorn."  
"Do not hit die anvil mit die hammer."  
"Maybe---perhaps."  
"Ich weiss nicht."  
"Ya, let's do that."

Van--"Well of course, I always knew I was the whole cheese."

Klumbie--"Maybe you are the whole cheese, but I'm the rare-bit."

## WRITTEN A. D. 1909

Eyes dark, rebuking, sensitive,  
A face that's sweet to look upon.  
She's modest, good, and lovable,  
A graceful elf too shy to tame;  
An inspiration to gain fame,  
For such a prize one well might live;  
The best of manhood proudly give;  
Her's the right to an honored name.

## PRETTY GIRL PAPERS

Helen L.--Try taking your eyes out on Friday, Saturday, and Sunday nights only, they will thus be rested from their overexertion.

Anxious Bess H.--Your failing health is probably due to over anxiety about your studies. Drop two or three and go out in society and try evening strolls.

Interested Iva--Wear your hair low and fluffy about your face. This, with a large bow on your hair, will make you appear girlish. Try shortening your skirt a few inches and wear Gretchen collars. They are so youthful.

Constant Reader L. G. D.--You say you find it difficult to meet your early classes--try early rising. As a rule, it gives briskness and vitality to the whole being. After a week's effort, it will become a pleasure.

Worried Gussie--You have our sincere sympathy because of your scanty wardrobe. Have you tried fresh ribbons? They help out wonderfully.

Over-Scrupulous Z. I. P.--Yes, I should not hesitate to wear a Hairlight pompadour. Robt. Kennedy Duncan recommends them highly.

## CATALOG OF MUSICAL GEMS

"Oh the deuce, what's the use?"

Rupert Churchill

"Show me the way to go home"

Doc Brooks

"Life ain't worth living when you're broke"

Charles Kavanaugh

"The Flatterer"

Frank Solar

"The Giggler"

Rufus Randall

Daddy Knowles is most often standing on his dignity that he may be seen.

## CHECKMATED

Here's to the game loser

Who, when he's down, can grin and bear it;

But here's to the wily diplomat

Who can make the victor share it.

## ALL'S WELL THAT ENDS WELL

The morning after the drive--in the lower hall.

"Charlie, tell Mr. Chloupek it's all right," called Spuds.

It was almost time for the fancy dress party at Smith's. The common wail was "Oh, what shall I wear?" Ike promptly spoke up, "I'm going to wear a shroud and go as a dead one."

Miss Perkins at close of Junior Food Chemistry class: "Girls, before you leave, put some chloroform on your liver so it will keep until tomorrow."

## HOW'S THIS?

A Brace and a chaser when chasing.

"Two bits" had the brace,

When they started to chase;

But the Brace being unchaste

So swift was the pace,

That the Two bits were phased past retracing.

## DON'T

On seeing a Senior girl, begin to sing "Forsaken"

Them's the sentiments but don't rub 'em in.

## A PLEA FOR THE TOOLS

(Which are being worked overtime.)

"Life for me is a bit of a bore"

"On the square, I'm a little board myself," said the small plank.

"Why aren't you plane like myself?" asked the jointer.

"Oh shavings, what's the rip?" cried the saw.

"I go thru things just as you do, life's stuffed with saw dust."

"I'm jawed to death," said the tongs.

"You don't stick to anything long enuf to know where you are at,"  
said the glue.

"Regular grind," growled the stone.

"I agree with you," observed the bench.

"I'm always sat upon, tho I've only one vise."

"Let's strike!" admonished the hammer.

## SENIOR ALPHABET

**A** stands for Anne,  
A maiden demure;  
That she'll never hurry,  
Of that we're dead sure.

**B** is for Billard,\*  
The four that once were;  
Never could part them,  
Nor can you--no sir.

**C** is for Chloupek,  
The man with the pun,  
Cheer up, they are harmless,  
And give us much fun.

**D** is for Dot,  
With the voice that we love,  
We hear her call "Mildred!"  
Below and above.

**E** is for Edith,  
A President great,  
McDowell is the name,  
That was given by late.

**F** is for Florence  
And Frautichi combined,  
You'll hunt many a day  
And their equal ne'er find.

**G** is for Grimshaw,  
So cunning and neat;  
Oh, isn't she giggly!  
And isn't she sweet!

**H** is for Hazel,  
Who never does pine,  
Tho' Forest and Field  
Are right in her line.

**I** is for "Ike"  
And Ingram, bedad,  
In not every class  
Are two eyes to be had.



**J** is for John,  
A most common name;  
And the M. T's haven't ONE---  
Ain't it a shame?

**K** is for Kavanaugh,  
Charlie and Mike,  
Who hit this town  
From the Downing pike.

**L** is for Liver,  
Iva May her front name,  
From Independence, Wisconsin,  
They say that she came.

**M**'s for the McGilvras  
Maidens so fair,  
ONCE, they were a couple,  
But NOW, they're two pair.

**N** is for Niles,  
Our Gussie, we're sure,  
As far as clothes go,  
Will never be poor.

**O** is for Olivers,  
They're two of a kind;  
Especially in one thing---  
Their quickness of mind.

**P** is for Perkins,  
Renowned for her speed,  
To get down her lectures  
Short-hand you'd need.

**Q** is for quitter,  
Not one in the lot;  
They may try it once,  
But twice---I guess not.

**R** is for Reynolds,  
Who, in good Junior days,  
Was Mrs. O'Flarety  
In Tainter Hall plays.

S is for Spuds,  
The girl with the joke,  
"Hang on there, guys,  
Or you're darned apt to choke."

T is for Taft,  
Whose motto, they say,  
Was "Vote for my namesake  
On next 'lection day."

U is for you,  
You're in it, I see,  
Now don't kick about us,  
For mentioned you'll be.

V is for Van,  
A maiden so fair,  
But why does she buy HATS  
When she has so much HAIR?

W is for Wyatt,  
Our youngest, our baby;  
And also for Warner,  
She's somebody's---maybe.

X and Y  
Y do they exist?  
They only go in  
To fill out the list.

Z is for Zaudke,  
She may come, she may go,  
Since she has for her hold out  
That blessed back row.

## SIGNS THAT APPEARED AT THE ANNEX

On Mary Reid's door: Faces massaged for five cents; complicated faces ten cents.  
Anything lost may be found in this room---Scavengers.

Above the fire place: "Lost, a book. Please return to Room 1." Right under this:  
"That's nothing, I've lost my shirt waist!"

"All the money for Lombard shirts must be in by Wednesday!"

## THE LAWRENCE GLEE CLUB

Scene: Corner of Main and First Streets.

Time: April 20, 12 o'clock, noon.

"Brady, will ye be afther noticin' those biys? Where, do you think, have they rained from?"

"Praise be, O'Leary, indade, my son is not with them. Shure, he's home cutting murphies, where he should be. Me Bridget, she heard from Mrs. O'Reilly that her son was to come here to sing with some other biys from Lawrence, I belave. She said their Singin' Club was comin'."

"Well now, that bates everythin'. Sure, they're not singin' NOW. As far as I kin see, they're too busy fixing their purple ties and their shoe laces and manetime lookin' up and flirtin' with those Stout girls to be thinkin' much about their voices."

"Yis, and will you see those girls, now? Not one av them has on a striped dress— an ye know how they looked whin we saw them unction day. Faith, there wasn't one without them."

"Sh, Brady, there they come! Now we'll be for standin' in the bushes here so they can't see us. It might bother the ladies."

"Do you see that blue flag, O'Leary? Fwhat du ye suppose that is?"

"God bless ye, Brady, that's their banner. That's to show people where they hail from."

"Well, good mornin', O'Leary. I'm not for followin' those youngsters. They're after goin' to the Hall, I belave. Lave them alone."

## THE MORNING AFTER

"Good mornin', Brady. Well, well, here you be agin! Where do ye be thinkin' I was last night? Me friend Harvey asked me to come with him to hear the Glee Club sing. Now why they call it a Glee Club I don't know, unless it's because they're so silly."

"An' how was it, O'Leary?"

"O, grand, grand, Brady. I mane the teater was. Sich a nice little room as I sat in. Me friend Harvey called it a box, but I thot it a mighty fine BOX."

"An' did they sing, O'Leary?"

"Sing, well I giss they did! And it was all to those girls in the stripes, I mane the white waists. Oh, Brady, courtin' is diffirent than in our day. We said pritty things in the parlor when we were all alone, but thim boys said thim in front of everybody."

"An' did the girls like it, O'Leary?"

"Shure, they did. I said to my friend Harvey, Pfor what do you come here—they're not singin' to YOU! An' he said, 'I know it, I'm here to shampoo these young people.' An' I said, 'Well I don't min' bein' here, but I bit my Sunda coat they mind havin' us.'"

## THE STOUT DICTIONARY

- Abstain---Cut out.  
 Acid---Lemon.  
 Acquire---To borrow.  
 Afraid---Unknown to any of us.  
 Age---Honesty.  
 Alma Mater---Stout Institute.  
 Allowance---What "Dad" sends you.  
 Angel---Ah! you know.  
 Ape---A species of junior.  
 Apperceive---To sit up and take notice.  
 Athlete---Hefefinger.  
 Attire---Stripes.  
 Auburn---Miss Day.  
 Bald---What some of you need fear.  
 Beauty---(Who?)  
 Beckman---See fusser.  
 Because---A woman's reason.  
 Beware---What the janitor says.  
 Bib---Junior's vest.  
 Bliss---See exam.  
 Boarder---One who saws boards.  
 Bore---A fellow who calls at the Annex more than twice a week; one who talks shop.  
 Busted---My purse.  
 Butter---Not Oleo, but what we get at Dorm.  
 Butter-in---A would-be goat.  
 Candy---Chloupek.  
 Carpenter---Mr. Prim.  
 Cash---Search me!  
 Check---Ask Dad.  
 Chloupek---See joke.  
 Coin---perishable dough.  
 Comedian---Mits.  
 Complexion---(obs) paint particles; a deep, pink color found on fingernails of some men.  
 Con---Flunk, stung.  
 Converse---To chew the rag, to masticate the fabric, to sling soft soap.  
 Coquette---The girl who throws you overboard because you didn't take her to supper  
 at the Monte after the dance, understand?  
 Cornet---An instrument to cultivate goo-goo eyes.  
 Court---To press a suit (not of clothes)  
 Cousin---A bluff, an excuse.

- Couple---Enuf.
- Craig---Dress.
- Gram---The process of getting headache from overworry but little brain exertion toward an end.
- Crank---You, sometimes.
- Crush---Puppy love gone to seed.
- Dad---A relative used for finance.
- Damn---The male of the species darn.
- Darling---See librarian.
- Date---Tonight, eh?
- Dear---The fellow who carries dishes, chairs, tables, etc., after a reception.
- Demon---See faculty.
- Den---Student's room.
- Design---To plan with malicious intent.
- Do---To bunco.
- Dog---See sausage.
- Dormitory---A hen-house, a cluck shanty, the coop.
- Dress---See Craig.
- Editor---It. The target for wads of masticated fabric.
- Elope---See escape.
- Embarrassed---Latin for fussed.
- Enchantress---A gamey Dorm. girl.
- Engagement---Real life's beginning.
- Engineer---The girl who has a "steady."
- Escape---To elope, to flee.
- Escort---To see'r home.
- Examination---See bliss.
- Fact---Everything in this book.
- Falsification---Telling fibs in the falsetto voice.
- Feather---Bird's hair.
- Final---Judgment time.
- Fiancee---The "peach" who happens to sport your diamond for the time being.
- Fool---A buggy noodle.
- Fossil---A man who never got angry or damned.
- Formula---Problem in algebra.
- Frat---A bunch of fellows.
- Fudge---For Jrs., barber pole candy.
- Fumble---A failure to grab.
- Fun---A species of joy varying with age.
- Fusser---See Beckmann.
- Gas---A cross between talk and hot air.
- Giggle---To tee-hee.

- Glad-hand---Opposite of the mitten.  
 Graft---Something for nothing.  
 Grub---A species of worm; eating at the Dorm.  
 Guy---Junior. A cousin to Geak.  
 Hen---The occupant of a hen house.  
 Hen-house---See Dorm.  
 Heart---Oh, Lord, some girls have none.  
 Harmony---Observe "Spuds" and "Cutie."  
 Hurrah---Friday night.  
 Ice cream---Cupid's dessert.  
 Ignorance---Bliss.  
 Junior---Some Senior's hope.  
 Jag---See Church; a load.  
 Jest---To make light of; to josh.  
 Joke---See Chloupek.  
 Joyousness---That which predominates when tee-heeing is done.  
 Kid---Ask Miss Lantz.  
 Kiss---An elliptical nothingness divided by two.  
 Laughter---A widening of the face and a convulsive movement of the abdomen.  
 Leap Year---Open season on bachelors.  
 Lecture---Sometimes nothing; the result of something.  
 Lap---No, no kind reader, not that, but DISTANCE, as, four laps to the mile.  
 Liar---A prevaricator; a fibber; usually the other fellow.  
 Love---A tickling of the heart that can't be scratched.  
 Love-sick---Cousin to sea-sick.  
 Lunatic---A gazabe.  
 Mad---Sore; in love.  
 Marriage---Not in the lesson plan.  
 Meddle---To monkey with.  
 Milksop---A Jr. would be sport.  
 Miser---A shunner of the Monte.  
 Mustache---What the girls are up in arms against.  
 Matrimony---Mostly a matter of money; a last resort to be tried after "bumping the bumps", tobogganing, and like sensations have lost their charm.  
 Nobody---The one who wrote this.  
 Officer---A Jr. with his carving tools.  
 Pants---The short breath of dogs when fatigued.  
 Pennant---The one thing every student should have.  
 Play---The show given at Sr.-Jr. reception.  
 Plum---A girl in the Sr. class.  
 Proposal---A proposition; a theorem.  
 Pucker---The act of preparing for a kiss, or a whistle.

Quizz—A bath; a means of soaking.  
 Referee—The main guy.  
 Rubber—To look for what ain't.  
 Sautage—See dog.  
 Scrubs—All but the five "TTS" in basket ball.  
 Shave—A Jr. process of fuzz escaping.  
 Sigh—A sign of love-sickness.  
 Sola—A species of spoon-holder.  
 Spiel—See converse.  
 Spout—See spiel.



Sprint—What is done at the "dorm" doors at 7:30.  
 Star-gazer—A species of luner.  
 Strut—A breed of locomotion.  
 Sideburns—The pride of the Jrs.  
 Steady—The "rundum" who usually carries your slipper bag.  
 Substitute—The chump you tolerate during the school year.  
 Stung—I to find your rival's in-type in that locket you blew yourself for; to have the other fellow sit in front of your girl while tobogganing.  
 Track—What is left after extracting foot from mud.

Tact--The art of side-stepping an issue; the ability to keep a "steady"; nature takes assert that some of the Stout girls have it

Touch--The gentle art of appropriating; is in good form the last ten days of each school year.

Uncle--Antiscorbutic's husband.

Unhitch--To get a divorce.

Vacuum--What there is where the juniors' brain ought to be.

Wad--A bunch of dough.

Waiver--A "dorm" hash-slinger.

Wallop--What Stout did to Neilsville.

Waltz--"Burnie Tainter."

Welsh-rarebit--Ask "Klumbie."

Wink--Working eyes overtime.

Work--What Sr. girl did to Jr. boys.

Woo--Vice versa.

Yell--Male of the genus squeak.

Yes--The cause of most men's troubles.

Zip--And that's all.

## WHAT I AM GOING TO BE

The whole cheese--Hazel Barron.

Happy--Ruth Randall.

Sunday School Superintendent--Enid Isaacson.

An angel with gilded wings--Florence O'Leary.

A chorus girl--Carrie Beckfel.

"It"--Louis Roehl.

A Prof. of general information--Jess Jackson.

A reporter--Mrs. Taft.

A soldier of fortune--Hazel Arnold.

A wandering Willie--Charles Vanderhool.

A slave to labor--Genevieve Davis.

A hustler--Ann Farwell.

A toothpick--Margaret McLean.

A shark--Jessie De Both.

A LITTLE taller--Vivian Brown.

A humming bird--Ruby Jourdan.

Editor of a Daily, { Adelaide Dunn.

{ Bonnie Grimshaw.

Night Hawk--Frances Oliver.

Sleeping Beauty--Lucile Reynolds.

An artist--Agnes Lewis.

The "Roehl" thing--Brightie Considine.



Mine tear Miltert unt Tot:--

The misters she haff set we must not shpeak unt I must not go in by your rum where youse am sitting. It am so crule, crule. Tink youse not it is so, mind beluffed? If chust I kut say you one wort, but ach no! I must mouth shut keep slenz forefer till it ten time is alreaty. Den may bees youse will be alreaty in the bet, haffing shwet goldish treams of rice dat haff not been cooked unt peas dat haff got losted in some green stuff dat wiggles when you take it on your nife. Vell, I chust want to say dat I luff you so much dat yet iff de misters would let me I kut not shpeak for so much luff dat it is in my hart yet.

From your luffing frent unt playmait wat am now going to say goot pye

E. KLUM.



VIEW OF JUNIOR-SENIOR RECEPTION OF 1906

## B. COLI

B. Coli—

Where have I heard that name before?  
It's surely down in S I lore,  
Miss Perkins brought him to our shore,  
How could she!

He frightened Emily's private cow,  
She doth her head in silence bow,  
And scarcely dares to give milk now,  
How could she!

The girls in stripes would seal his fate,  
His kith and kin exterminate,  
And for this end have set their bait,  
How could they!

This mob in blue, at every turn,  
Hath made his life one endless squirm,  
But calmly he each one doth spurn,  
How could he!



THE 1908 MINSTRELS



## LIVIN' AT TAINTER HALL

It's awful sort o' lively  
Up to where we stay,  
We just has the bestest fun  
E'ry single day.  
A playin' the pi'anner,  
Or a good, hard game of ball;  
I tell yer we has lots o' fun  
Up to Tainter Hall.

We kin laugh, an' we kin shout,  
An' dance, an' sing, an' play,  
An' do must ever'thing we want  
All the whole long day.  
But when it's half past seven  
An' that bell rings on the wall,  
Ever'body's studym'  
Up to Tainter Hall.

An' when we're there n-sewin',  
We sometimes do forget  
The time we have for study  
Isn't over yet.  
An' nen we gets to talkin'  
Till we hear Miss Farnsworth call,  
Then we suddenly remember  
'Bout the rules at Tainter Hall.

If some one has a birthday,  
Then, when study hour's done,  
You gets invited to a spread  
An' has the MOSTEST fun!  
Eatin' fudges with a spoon,  
'Cause they don't get hard at all.  
I tell you we have jolly times  
Up to Tainter Hall.

An' sometimes in the evenin'  
When the moon shines on the lake,  
An' the wind is sighin' in the pines,  
An' makes the old house shake,  
An' everythin' is quiet like,

An' the shadders creep an' crawl,  
It's then you're feelin' lonesome like---  
Up to Tainter Hall.

But when the sun's a-shinin'  
We wears our bestest look,  
An' goes out on the old porch roof  
An' has our pictures took.  
An' even if they're blurry,  
An' only very small,  
They always will remind us  
Of the days at Tainter Hall.


But the time to say good bye  
Will surely come at last;  
An' happy times with these dear girls  
Will all be gone so fast.  
An' when we're far away  
From the girls, an' school, an' all,  
We'll always sigh a little bit  
When we think of Tainter Hall.

EDNA KLUMB.





FOUNDRY



## A STOUT SONG

If you want a pretty nursemaid and a sweet one,  
If you want a loving wife and a neat one,  
One the youngsters all obey  
Cause she has a charming way,  
And you can't imagine where on earth you'll meet one:

Cho.

Don't be peering in and out,  
Don't be searching all about,  
Do not hurry, do not worry,  
S-T-O-U-T spells Stout.  
There are hundreds here at Stout;  
They will suit without a doubt;  
S-T-O-U-T spells Stout.

If you want to get a husband that's a dandy,  
Who will keep his house and workshop spick and spandy,  
One who'll build a house for you,  
And will keep it furnished too,  
If you want one bad, and no such man is handy:

If you want to have a happy home and spouse,  
Who is neat and meek, and modest as a mouse,  
Who can make the household go,  
And knows how to raise the dough,  
And you want Domestic Science in your house:



At a meeting of the senior and junior manual training students on October 6, 1909, the first boys' Hiking Club of Stout Institute was organized. Mr. "Shorty" Bonell was chosen Chief Hiker and given full power to decide when and where the hikes should be taken. No student, it was decided, could be called a member of the club if he were not present more than one out of every three hikes without a satisfactory excuse.

The first hike took place on the afternoon of Saturday, October the tenth. Thirteen students and two instructors were enthusiastic enough to push the organization and did themselves credit by appearing at the specified time. On this hike, we followed the Milwaukee and St. Paul railroad down along the Red Cedar river as far as Paradise Valley. After passing through the valley, we rambled through the woods to the highway. The next important stop was at the Devil's Punch Bowl. Here several of the students spent more time than was necessary trying to find the punch. After looking for some time, they finally decided that the Devil had drunk it all himself. We followed a small creek from here and soon came back to the railroad, which led us directly to Irvington. After some of the boys, whose homes are in smaller towns, had finished looking through the large buildings, riding on street cars and dodging automobiles (?), we decided to take up a collection and buy a lunch. The most honorable president of the junior class, Mr. T. Grant Raitt, was called upon to act as treasurer and purchasing agent. He bought ten pounds of crackers, five pounds of cheese, and eleven dozen cookies. We each received, with one exception, one small piece of cheese about the size of a walnut, one cookie, and two crackers. The one exception, Vickers of Edgerton, received the rest. Mr. Curran, our elementary woodwork instructor, received an extra piece of cheese from Mr. Vickers, upon special request. An accompanying picture shows us in the act of feeding our faces. We crossed the bridge at Irvington and returned home on the other side of the river. One of our number was very fortunate to find an old relic while we were on this trip. Upon picking up a large stick that was peculiar in shape, he said, "Here, fellows, is the club with which Abel slew Cain." Nothing of importance happened on the return trip. This was mostly due to our tired feeling. We returned just in time to take a good shower bath at the Gymnasium. This made us feel like taking another hike. In all, we had walked about ten miles. No serious accidents happened, altho Mr. Elzinga, our forging instructor, tore his coat so badly that several stitches had to be taken, much to the disgust of his wife.

The next hike took place on Saturday, October thirty-first. Only eleven students and





BOYS' HIKING CLUB

one instructor appeared on the scene for this occasion. Owing to the fact that several of the students who had faithfully promised to join us failed to appear, another organization, called the "Pikers' Club" was formed. Messrs. Gerber, Scharf, and Chelfant were unanimously elected "Chief Pikers." On this trip we followed the road toward the asylum in order to please Mr. Elzinga, who insisted that good sand for molding purposes could be found in that direction. When we arrived at the asylum, we had great difficulty in trying to make one of our attendants believe that our chief hiker was not an escaped inmate. At the next corner beyond the asylum, we turned to the left and followed the road for a distance of about a mile, when we climbed a fence and tramped across fields until we came to a small brook. Here W. Earl Vangilder, with several others, indulged in a race after a small trout. Consequently, their feet were dampened slightly. The next thing on the program was a race after a squirrel in which all participated, excepting Mr. Elzinga. Finally one of the big, brave, senior, boys succeeded in capturing the little animal, much to the pleasure of our instructor. The squirrel died very bravely and in his honor funeral services were held, Rev. Miller officiating. At the boiling spring we all refreshed ourselves with a good cool drink and then had our pictures taken. On our way homeward, a short distance from the spring, a miniature trip hammer was discovered that had been designed and manufactured by a crazy man of the Dunn County Asylum. Mr. Elzinga was very much interested in the construction of this machine and vowed that he would install something of the same description in the forge shop. However, he claimed that he had had the idea before the crazy man had ever been born. He had never dreamed that the idea would work out as successfully as this one. After drawings and measurements of the trip hammer had been taken, we all betook ourselves toward home as rapidly as possible in order that the trout fishers who had fallen into the brook would not catch cold. (They were fast enough to do this even if they were not speedy enough to catch the trout.)

The hiking trip that was, no doubt, enjoyed more than any others was taken on Saturday, November the twenty-first, the day of the Menomonie high school relay race, when the boys and girls hiked together. On this trip nine boys and eight girls showed the spirit that Stout people should show. No instructors appeared this time because they are all either married or single. Of course the married ones could not be seen with the girls, and the single ones were not fortunate enough to be going with Stout girls. Many a slip might have occurred twixt the cup and the lip had they been brave enough to have gone. The same road toward the asylum was taken as in the former hike. On the way out of town we were kept busy dodging automobiles, bicycles, and carriages whose occupants were on their way to see the start of the relay race. Upon arriving at the asylum, some of the girls expressed their desire to go thru the institution and see some of the occupants. Messrs. Roehl and Funsett, always at the command of the ladies, volunteered to see if admittance could be gained. While we waited out on the roadway, they were to go to one of the attendants and see what could be done. If everything was favorable, they were to give us a certain sign from the building. We waited and waited, and then we waited some more. Our conclusion was that Roehl and Funsett had gone crazy and had been confined with the rest of the inmates. This supposition tumbled, however, when the desired sign was seen, and we all proceeded to enter the grounds. This



was not the regular day for visits, but thru the kindness of Mr. and Mrs. Jackson, we were privileged to go thru, after signing our names to the visitors' list. One of the inmates, an elderly lady, had gone insane on account of the loss of her boy several years before. Upon seeing us, she gave one wild cry of joy and reached thru the bars after Mr. Knowles, whom she supposed to be her lost little one. When we reached the outside again, Mr. Jackson showed us four small puppies. These greatly amused the girls. In fact, they were so fond of the doggies that they had their pictures taken with them. Before leaving, we all gave three cheers for Mr. and Mrs. Jackson, who had been so kind to us. As soon as we were off the grounds, a council was held to decide whether we should proceed further or return home. The girls were all desirous of going on, but the boys were all tired out and wished to return. The girls were outnumbered, so we began the journey homeward. We had not gone far when a threshing machine was seen in operation in a near-by field. The girls of the party all resided in large cities, therefore, they had never seen anything of the like before. In their eagerness to see this new object of interest, they did not even stop to allow the boys to aid them over the high fences. Miss Considine and Miss Ingram, who had taken Psychology the year before, compared the engine to a large black bear. Their association of ideas was well cultivated. On their return to the road again, a large cabbage patch was crossed. We had never seen so many cabbages before. At times we could not distinguish the vegetables from the German boys and girls who were among us. Upon our return we found that we had missed a great amount of excitement because the great Menomonie High School class race was over. However, we all claimed that we had had excitement enough for one day, consequently no tears were shed. Great difficulty was encountered on this trip in keeping the girls from stealing their favorite boys and leaving the rest of the crowd. Had it not been for the great influence of our chief hiker who never has had a liking for the opposite sex, [?] we would have been somewhat scattered. As it was, Mr. Roehl and Miss Considine were the "rear guard" most of the time.

Winter stopped further hiking, but we hope nothing will hinder us from taking several long marches this spring.

F. H. BECKMAN

## THE GIRLS' HIKING CLUB

Last October the senior girls organized a Girls' Hiking Club. The object was to hike at stated intervals, in specific numbers, and for a definite period. Like their English sisters, they resolved not to be outdone by their masculine friends, and all who have seen the girls on any of their hiking trips can testify that their speed is not that of a stroller's.

The first meeting was a business meeting, and the officers were elected, and it was decided to limit the membership to fifteen, all of whom were to be Domestic Science Seniors. The trips were to be planned by the chief hiker and her assistant, and the other members were not to be informed of their destination, but guided by Alladin with the assistant as the lamp, were to follow willingly to haunts unknown by them. The plan at first was to hike



GIRLS' HIKING CLUB

once a week, but teachers' meetings, spring millinery, the rapid growth of Bacilli prevented and the number of trips has been limited.

However, they have taken some enjoyable trips. One walk that was especially memorable was made to the asylum. Martha Washington pies, then in vogue in the kitchen, and peanut cookies were packed in Stout wrapping paper, and the girls, in sweaters and caps, strode thru the town and out on the Stout road. Even tho the cake was almost too cold to break, they cared not, but ate their portion without murmuring.

This spring, when the juniors assume charge of the practice classes, the club expects to take many more trips. These will be even more enjoyable because the time for them will be well earned.

The officers of the club are:

Chief Hiker--Marguerite McLean.

Assistant Chief Hiker--Brightie Considine.

Secretary--Frances Beck.

Treasurer--Jessica Jackson.





## THE BACHELOR BOYS

On the eighteenth of September, 1908, three prospective Junior boys—Abercrombie, VanGilder, and Shove arrived at Menomonie and took up their quarters in a pleasant house down on the flats.

They decided, in spite of good accommodations offered them, that they were as good cooks as any one, and started light housekeeping. All went well. A tiny gas stove was installed in the small kitchen and a heater set up in the sitting room, which also served as a bedroom. The walls of the room were promptly covered with pictures and pennants, pleasant reminders of old high school days.

The first night spent in the new home was much broken up, wild dreams of over ripe fruit hastily eaten pervaded each one's thoughts. That night once past, they awoke to the responsibility of getting breakfast, washing dishes, and sweeping the floor. These duties, tho regular, did not interfere with a great deal of amusement. One evening, just as the table was set for supper, Abercrombie and Shove felt it their duty to engage in a friendly scrap. They clinched, fell to the floor, kicking the table over as they went. Van Gilder was justly indignant and the two culprits sobered down instantly. Their supper was on the floor, and the dishes were nearly all broken. But such little domestic trouble did not bother them long, and, supper over, they were soon in the depths of psychology.

About this time, two other boys, Wheeler and Wiegand, started housekeeping also, and the five often met to enjoy an oyster stew and sing together. They became so proud of their culinary skill that they thought to give a banquet to some of their lady friends. Alas for their pride! The oysters left to themselves, while the ladies were being entertained, promptly and most thoroly burned. Not the slightest odor was allowed to escape to the sitting room and a fresh mess was sent for post-haste. Somehow the story leaked out, and the would-be cooks were heartily laughed at.

Christmas time came and the boys separated to their homes to tell of the joys of domestic bliss, and to prove to scoffing relatives the value of their training received while keeping house.

After vacation the boys came back more than ever in love with their home and the cozy, care-free life that it gave them.

At the end of the first semester, a new arrival, Mr. Peart by name, joined Wheeler in "batching it."

The five bachelors are planning on renting rooms together for the coming year and establishing a complete "Bachelors Home." They are well pleased with their housekeeping venture and think they have gained some valuable experience in household management that will be of great value in after years.

\*Batch.\*





A VIEW IN PARADISE VALLEY

## WHAT STOUT LIFE MEANS TO

- Brightie Considine---Uniformity.  
 Elsie Maurer---An empty pocketbook and a trunk full of note books.  
 Edna Klumb---A realization of the undeniable fact that this mortal habitat of the soul is not immune to pathogenesis.  
 L. M. Roehl---Finding out who you are and what of it.  
 Marguerite McLean---Two years of stripes.  
 Max Bauman---Learning to "do."  
 Hazel Arnold---Amusement? ? ?  
 Ethel Anderson---Midnight oil and ceaseless toil.  
 Henry Gerber---Nature study.  
 Harlow Funsett---A sandwich of hard work with a layer of fun for filling.  
 Roland Chloupek---Damsino.  
 Arthur Coram---Sending home for cash.  
 Oliver Miller---A change of clothes and climate.  
 Claude Nihart---A series of interesting and uninteresting talks by the faculty.  
 Florence Fall---There is no rest for the weary.  
 Adelaide Dunn---An undesirable physical condition avoided only by long walks and dances.  
 Emily Ingram---A nucleated mass of students, microscopic in sense, with or without brains, and having enough individuality to maintain their equilibrium upon an icy stare.  
 Bessie Chamberlin---A di stearyl ester of lemo-acetic acid and a base known as chemistry.  
 Lilian Royce---First one thing and then another.  
 Anna Jensen---Catchup.  
 Helen Hough---Stout : to me : : position : salary. Me position = Stout salary.  
 Grace Moreland---First time I was ever called a stout student.  
 Bonnie Grimshaw---Stairs, stares!  
 Agnes Lewis---Plans! Plans!! Plans!!!  
 Charley Kavanaugh---Golden days---better evenings.  
 Grant Bonell---Always doing.  
 Clifffe Englebretson---Sell intelligence.  
 Jessie Oliver---Just a bit of protoplasm.  
 Blanche Taft---Never a worry, never a care, nothing but pleasure everywhere.  
 Laura Riley---Note book and laboratory fees.  
 Lillian Ristow---Too busy to tell.  
 Mildred Devereux---Stripes, toil, overtime, usefulness, triumph.  
 Francis Oliver }  
 Lucile Reynolds } No sleep, no dream, no waking.  
 Enid Isaacson---Homemaking made easy?  
 Ann Farwell---"Short and broad."  
 Edith McDowell---B. P. O. E. (busiest place on earth.)  
 Gussie Niles---Homemaking, with a "position" in view.  
 Francis Beck---No E's do I find.

## PRODUCE

Awake! Shake  
The dust from your shoes;  
Don't stop to peruse  
The moth-eaten theories  
That cause you to lose;  
Don't hesitate, move;  
Opportunity make.  
Get out of the groove;  
The rut of traditional bondage  
Of classical turning  
That most needs unlearning;  
Come down from your hobby,  
Come out of your dream;  
The wings of this era  
Exist and not seem.  
If you'd have the cream,  
If fortune you're wooing,  
Then be up and doing.  
Don't gaze in the smoke,  
Engender the stroke;  
For the man of today  
Must buck thru the fray,  
Lest the Mill of the Gods  
Grind him out with the clods,  
The riff-raff and no account---  
Scum of the earth.  
The value produced  
Is the scale of your worth.  
In this day and age  
There's no place for the sage  
Who sits on a pedestal  
Close to the clouds  
Musing entranced  
Till his insecure props  
Are displaced by the crowds  
That jostle and surge  
Thru the increasing rush  
Whose watchword is  
Action, industry, push.

"Chuck"

## SANDY FRANCISCO, UNION STATES

To Hon. Mr. Rail.

Editor of Annually Come Back of Enormous Institution, who are one Angel heart and effect with much smile of face the come and go of Chinese boy. Thank you!

Sweet Angel Acquaint--you are attend in Menomonie learn shop on endeavor for learn to make seat like and chair which are call missionary furnish. I come for make look on your Stout Prison and examine how you manipulate work. You show me to take hands in shake with Hon. Buxum and extole weather questions with Hon. He. Then I remove after Hon. Buxum to battery room. Here Hon. boys in oddly haulovers precipitate high hammer with pound on cooking iron to make bends in above mentioned metal.

I require, "Hon. Sir, of denomination are this room?"

"This are forgery room", recuperate Hon. Sir.

"Them do have same sinful profile as them forgers reside near Stillwater", I demonstrate.

I next exceed into part where also Hon. learners make noise like mill-saw and run finger so near to cut off, I embellish to commander to draw off.

I return to new place where Hon. boys make markings on paper of trip to show pattern of house of immaculate small size. I make note of all "Ha, Ha" when one Hon. pupil say jokely. I listen when Hon. Leader say his name is Hon. Clothespeck. He insignify to me.

"You are tarket of jokely."

I dib, "For who?"

He renumerate, "Hon. Clothespeck say, 'Are you in short of chink?' Here comes example!"

So I smile to show soft feelings. I rummage up steps to floor over head and I endeavor catch also my breath for so lovely Hon. Madames I envelope with my eyes; all in onely garments. I ask it why are Hon. air so flavor like sweets? I hear, some issue from cook-shop. I make bows to leader's inquiry to would I pleasure to gaze in shop call "kitchen."

I expose, "Yes."

I find myself into room of pretty Hon. Cooks. Hon. Sweethearted Smile Madame say this are where attend misses for endeavor learn to make Hon. Angel Food for less indigestion of Stout girls, and other delicious cookings. I let go my "Thank You" bows when also Sweet Hearted Smile Madame in whitely over dress endeavor make me tastely slingly soup juice. I tell "No, I are already eat."

I next gamble to stitch room where Hon. Sweet Hearts shingle themselves with paperly dress.

I resign next to more stairs and I finale reach Kindling rooms where Hon. Angel Miss with sweetly smile are make many voice in sing.

I then pass to Artistical rooms and I see more drawn markings called magical drawings. I acknowledgment you to allow I am please about Menomonie learn house. Also I endeavor to come and go Hon. School once more again often. I throw my thanks to Hon. Editor and I take hat on head to part away.

Yours truthful,

Tango Hashomere.



LAKE. MENOMIN



## TO LAKE MENOMIN

Not ever thus wert thou a slave  
 Confined to work the will of man,  
 In the dim ages whence time began,  
 No limit bound thy flowing wave;  
 No fetters made thee to behave,  
 Content in reckless glee thou ran.  
 Those narrow walls of stone now mark thy span  
 Inturbid, sullen wrath to rave.  
 Once on thy mirrored bosom still  
 The stoic warrior plied his bark;  
 The wild duck sported unafraid;  
 Thy chained force now turns the mill,  
 And o'er thy furrowed surface, hark,  
 The hum of traffic long delayed.

"Chuck,"



LAKE MENOMIN FROM TAINTER ANNEX

## TO THE FACULTY

Since we have learned from you  
Our eyes have seen  
The only way to make a nice French seam;  
Our ears have heard  
The correct and polished way to carve a bird  
From wing to leg and back again;  
All this we've learned from you.

Since we have learned from you  
Our eyes have found  
What living wonders unseen near us abound;  
We never dreamed that they were there  
Until with tender care and microscope of power  
You showed us that we breathe them every hour;  
All this we've learned from you.

Since we have learned from you  
We've heard you say  
When once a habit's formed it's there to stay;  
Oh faculty, you've been the source  
Of all joy, grief and remorse,  
And now that we must say farewell, pray do  
Believe us when we say "WE'VE LEARNED  
from you." F. O.



# ATHLETICS

## THE BASKET BALL MANAGER SPEAKS

DO you question me when I say that the basket ball teams of Stout Institute have been a credit to the school, if looked at from the correct view? Having begun each season with rather inexperienced men and very few of our old players, we have done well. A school having only a two years' course and a limited number from which to pick finds it a great task to work up a winning team every year.



1909 BASKET BALL TEAM

The team of 1906 was a very strong one and showed good work in all its games, whether it lost or won. This team won the majority of the games played.





GIRLS' BASKET BALL TEAM

The team of 1907 was really the strongest team which Stout has ever had. This was due partly to the fact that there were old players from the lineup of 1906, and partly because an exceptionally good man played forward. With Zittleman at centre, Spaulding and McNeal guards, Bailey and Scharr forwards, and Bauman and Touton substitutes, the team was well balanced. All were old men with the exception of Bauman and Scharr and they were men of experience. The center was at most times impregnable. The forwards were excellent, and the positions of guard were well defended, and the ball was kept going one way most of the time during the season.

This team was in the University class and could make more than a good showing against any university team.

School spirit is a great inspiration to players and the interest evinced by the student body as well as the faithful work of the "Reserves," were important factors in the success of the team of 1907.

Conditions have changed considerably this year and very little was looked for as compared with the success of former years.

First of all, the school spirit was lacking; time for practice was not obtainable more than once a week, and the team was made up of men unaccustomed to each other. Still, there was fully as good material in the team as before. Scharr and Bauman were men of the year before, and the rest of the team were men who had played in other teams.

The first game of the season with the "Holcombs", a league team of Minneapolis, showed of what the team was composed. The score at the end of the first half was a tie and proved that the team of only a month's practice was one that could hold men who had played together for five successive years.

The team was superior to the company team of Neilsville and showed what it could do by winning a score of 67 to 5.

It lost to Hudson's company team and the County team, but lost because of lack of practice and the non-support of the school. Aside from this, the team was disarranged by the loss of Scharr.

No one can say that the basket ball team was a failure. The games our team lost were lost honestly to teams that had been trained to greater endurance.

Hefelfinger was as good as any player could be on center. After the loss of Scharr, Bauman and Churchill made an excellent showing. Heuser played the game on guard and, with the help of Foster and Barry, the position was well supported.

The efforts of all concerned to do the school credit are thus evident, the spirit of dogged perseverance was present among them, and the team was composed of a band of loyal men.

The second team kept up faithful practice against the regulars and played out a creditable schedule. There is material among them to do justice to Stout athletics next year. With more persistent work and greater school support a winning team may be expected.

The athletic feature of school work cannot be neglected and deserves the support of

every student. Nothing shows the spirit of a school better than the support given its representatives in any contest, whether in athletics or in literary work.

## TRACK AND FIELD WORK.

Some of the members of the junior and senior classes have organized a track and field team which at present promises great credit to our athletics.

The boys have been training for this occasion and every one shows that he has a reason for entering into this contest.

The entries consist of the following:

Chas. Beardsley, captain.

H. P. Gerber, manager.

100 yard dash	-	-	Beardsley	High jump	-	-	-	Beckman
220 yard dash	-	-	Beardsley	Pole vault	-	-	-	Shove
220 yard dash	-	-	Coram	Pole vault	-	-	-	Foster
High hurdles	-	-	Vanderhool	Hammer	-	-	-	Davis
Low hurdles	-	-	Abercrombie	Shot	-	-	-	Bonell
$\frac{1}{8}$ mile run	-	-	Vickers	Shot	-	-	-	Foster
$\frac{1}{4}$ mile run	-	-	Gerber	Discus	-	-	-	Foster
$\frac{1}{2}$ mile run	-	-	C. Kavanaugh	Discus	-	-	-	Davis
$\frac{3}{4}$ mile run	-	-	Schaefer					Beardsley
1 mile run	-	-	Wheeler	1 mile relay team	-	-	-	Beckman
Broad jump	-	-	Foster					Gerber
								Schaefer

## BASE BALL.

NEVER before in the history of the school have prospects for a winning base ball team been so bright. As a starter, candidates commenced light practice in the armory; later, when weather conditions permitted, outdoor practice began. It soon became evident that Foster and Flagg, pitchers, and Schaefer, catcher, would likely compose the battery. Men for the other positions were to be selected from a squad of some twenty promising players.

Manager Hefelfinger arranged a game for April twenty-fourth with the Menomonie Blue Caps, one of the fastest minor league teams in the state. This was a preliminary game to enable Captain Nihart to get a line on materials for the different positions.

Games have been scheduled with the Lawrence University, Minnesota Freshmen, and the Union Business College of Eau Claire.

### FIRST GAME, BLUE CAPS VS. STOUT

Our first game was a surprise to many, as the local fans prophesied that the Blue Caps would find the Stout bunch an easy proposition, but the dope artists made a sad mistake, as was evident soon after the game started.

Weather conditions were far from ideal, the grounds being wet and the day very cold. The Stouts took their first turn at the bat. Hefelfinger was put out, but Dietrickson, being

hit by a ball, got a free pass to first and scored immediately on Schaefer's two base drive. Nihart's single brought in Schaefer, and that ended the scoring.

Gray was easy out. Knoble hit the first ball thrown for a single and Neugebauer scored him with a three-bagger. This ended the scoring as Neugebauer was caught off third and Gilmore fanned.

In the fifth the Stouts got busy again. Diedrickson landed on the ball for two bases, was sacrificed to third and came in on a wild throw. The Blues also got busy this inning. Kochendorfer got in the way of the ball. Gray walked. A wild throw by Foster scored "Kockie." Knoble got to first on an error, and he and Gray scored on Neugebauer's three base drive, putting the Blue Caps one score to the good. In the sixth, Edeberg connected for a home run, giving the Blues a lead of two scores.

In the eighth, Diedrickson made his second hit, a two hagger, and scored on Schaefer's double. Schaefer was advanced to third by Nihart and scored on Vicker's fly to left field, tying the score to the tune of 5 to 5.

The game was called after the tenth inning on account of rain.

The line up was:

Stout--		Blue Caps--	
Hefelfinger	3b	Gilmore	
Diedrickson	1b	Knoble	
Schaefer	c	Vigerust	
Nihart (Cap.)	2b	Gray	
Vickers	lf	Neugebauer	
Steckel	cf	Hall	
Hilgendorf	ss	Edeberg	
Borland	rf	Kochendorfer	
Foster	p	Bronstad	

Hits--Blue Caps 9, Stouts 8. Strikeouts--By Foster 9, by Bronstad 8. Left on bases--Blue Caps 5, Stouts 6. Earned runs--Blue Caps 3, Stouts 3.

Umpire--George Brace of the Stout Institute.

### NOTES ON THE GAME

Foster was handicaped after the fifth, injuring his hand in stopping Edeberg's line drive.

Did you notice the surprised looks on the faces of the spectators as the game proceeded?

Vickers' new cap seemed to bother him considerably, as he had to go back after it before he tried to catch Knoble's drive.

Steckel played a good game in center field, taking in three flies and making a difficult stop of what was likely to have been a three base hit.

Mr. Brace arbitrated a good game. He could undoubtedly make big money as an umpire for one of the major leagues.

Get wise to those new suits, ladies. No wonder the fellows played a fine game.

A return game will be played in the near future.

### COMMENTS ON THE TEAM BY A DOPE ARTIST

Hefelfinger, 3rd base. "Hefel" is the "big noise" around the third bag. He is sure



1909 BASE BALL TEAM

death to napping base runners, and the way he worries pitchers with his terrible bunt is nothing slow.

Diedrickson, 1st base. "Deede" holds down the initial sack in major league style. The way he clouts the ball has caused a rise of 50 per cent. in the price of horsehide.

Schaefer, catcher. As a backstop, "Hank" is in a class by himself. He throws accurately to second, and, altho small in stature, he is a mighty man with the stick.

Nihart, 2nd base. "Doc" covers the ground around second in great form. The faster they come, the better he likes 'em. He hits the ball in Hans Wagner style. "Old Chesty" is indeed a find from the wilds of Oklahoma.

Vickers, left field. "Vick" is one of the fastest fielders ever seen on the local diamond. Having just perfected his new "rural free delivery," he has some pitching aspirations.

Steckel, center field. "Old Ironsides" adorns the center garden with the grace of an Adonis. He glomes on to everything that comes his way.

Hilgendorf, short stop. "Germany" waltzes around between second and third in apple pie style. He is sure on grounders, and the way he wings the ball over to first almost knocks "Deede" off the sack.

Borland, right field. "Red" is a good reliable fielder. His maximum speed in running bases is a matter of some speculation.

Foster, pitcher. Miles, with his spit-ball, brings terror to the hearts of the opposing batsmen. His habit of exceeding the speed limit has made it necessary for "Hank" to use an asbestos mitt.

Flagg, pitcher. "Old Glory" is the originator of the famous "Salome Curve" at which batsmen shut their eyes and swing.

Churchill, utility. "Bud" received an injury in the first part of the season which put him out of the running for a try out in the first game. When he gets back into condition he will be one of our most valuable men.

C. E. NIHART.



## SEEING STOUT INSTITUTE THRU A TIN HORN

A

E will now continue the trip which we began yesterday, by entering the buildings and getting a nearer view of the sights inside.

You will notice the inscription over the door that we are now entering. That was put there to fill up a space, which, if left bare, would not have made good design.

We are now in the hall where the manual training boys assemble very often, for the want of a better place to go. This acts as an assembly-room and study hall. That big iron ball over there on that pedestal used to be a likeness of the world, but it has been worn smooth by the coats of the boys, for they find it a convenient resting post while waiting for classes or while looking for some one with whom to make a date.

Do you hear that awful noise? That is Mr. Elzinga bawling out Solar in the forg-



ing class. Just step this way and we will find out the reason.

Here we are in the forge shop. That man standing there with the striped shirt and white collar is Mr. Wm. Elzinga. That man he is talking to is "Bones" Solar. Solar has ruined another chain link. He will add it to that heap of scrap iron there by his forge. He has nearly a bushel of scraps already. Over there by the bench you will notice a very ener-



getic looking fellow. That is VanGilder waiting for something to do. The little fellow on the stool (?), that is "Dad" Knowles. He is standing on the stool so he can reach the anvil. The man with the spy glass is "Shorty" Davis hunting for HIS anvil. The piece of machinery over there in the corner is a trip-hammer. It is called a trip-hammer because it is right where everybody trips over it.

We will now go into the machine-shop. Those things are lathes. That man with the important bearing is "Cutie" Chloupek. He has a record for breaking up furniture in this shop and a record as the first man to go swimming in the spring. He was so anxious to get into the water that he didn't even stop to disrobe. The other fellow there with the curly hair is Max Bauman, the minstrel star.

The next place to visit is the hammered metal room. All kinds of nice things are made here. Some of the girls work here.

Now, if you will kindly step this way, we will visit the Joinery room. Here is where the Senior manual training students work when they can't find anything else to do. Yes, there is one of them now. It is Louie Roehl. He is making that large cedar chest in which to store away material for the Annual. He says that he will probably need another chest for the same purpose. Those projections on the ends of the benches are VICES.

If you will listen attentively, you will hear a noise coming from below. If I am not mistaken, that is "Erney" Hewser in the Elementary Woodwork Class trying to sing. Yes, I am sure it is. We will go down there and see what they are doing. They are making models



MANUFACTURING ROOM - GOV'T MANUAL TRAINING SCHOOL



out of thin pieces of wood so that they will have something to teach from when they go out in life for themselves. They are also making drawings of these models so that they will have something else to teach from. When they have completed the work they will be supplied with blueprints of the entire course. The drawing work is merely a side issue. Church, the man over there with a scowl on his face, is scowling because the work is so easy. He is disgusted. Yes, that is Barry. He is a beginner. He is from Muscatine, Iowa, and is one of the most beautiful dancers you ever saw. The man there by the door is Al. Cornwell, formerly with the Burroughs Adding Machine Co. He used to live on Adelaide street in his home town. He is downhearted because he is getting such poor marks in all of his studies. Craig is the man over there in the center of the room. He went to Minneapolis the other day and got another suit of clothes. He now has ELEVEN suits. The fellow with the sorrel top is Wm. Wiegand. Yes, he was on time to class this morning.

That buzzing sound comes from the mill room. This is the place where all the stock is planed up, so that the boys will not have too much work to do. It makes it very handy for the Seniors.

If you have all seen this part of the building we will go up on the second floor among the girls. The gentlemen will kindly remove their hats. This is where the girls learn how to hemstitch and crochet. That girl in stripes is one of the D. S. girls. Her name is "Bunch"



Jackson. She is a Senior. Oh yes, you can tell that by the way she walks. The other girl coming up the stairs is "Tubby" Niles. She made that hat all herself. She is seen on her way to "Church" real often nowadays. The woman standing in the door waving her arms is

Mrs. Nesser, Pres. Harvey's assistant. She is waiting for Bess Chamberlain to come out of Miss Seymour's office. Bess is the girl who is always laughing. She laughs a good deal about "Bones." She is at present studying the "Solar" system.

Just step this way and we will go around into the kitchen. They have pies for sale here occasionally. We are now passing thru the diningroom. They serve distinguished vi-



TRAINING CLASS AT WORK IN KITCHEN

itors here. No, young fellow, you will find nothing to eat in that room. That is where dishes are stored. This is the kitchen. It is a great place for the manual training students. There are nearly always four or five hanging around the door. By standing near the door for a few minutes, they will have good appetites when they go home for dinner at noon. That is Lucy Bonell over there with the apron on. She has been making pan-cakes.

This is the mechanical-drawing room. Mr. Brace hangs out here. This bunch of girls is making plans of houses. They are preparing for the future. Yes, and there is "Old Glory", one of the noisiest fellows in school. He is nearly always yelling or singing. Those little kids are high school boys.

This room next here is the Psychology room. Here it is where so many futures are made—or marred.

Come on up stairs now and we will investigate the kindergarten department. On this floor is also located the "Aht" rooms. Here is where the manual training boys "lea'n how to draw subtle cu'ves."

This room is the Kindergarten's assemblyroom. They do all their writing in here.



They also dance and sing in here. This is where "Addie" Burroughs and "Flossie Montana" go to school. There are often peachy girls here too. That room thru those folding doors is where they make paper dolls and paste-board furniture. These two rooms are the candy dope for parties. The Juniors had a character party here, so did the Seniors. But best of all was the Kindergarten's kid party. It was strictly a "hen" affair. Nobody ever found out why, but, nevertheless, 'twas a fact.

Now we will continue our trip by taking a look into the art rooms. This first one is where Miss Jones shows the girls how to mix paint and smear it on paper and cloth. Miss Jones is the main push at the Annex.

This other room is the place where most of the work is executed. You can see pretty girls here most all the time daubing at pictures and other things.

We will conclude our trip with an inspection of this last part of the art department. The room is used primarily as an exhibit room. Those statues you see lying around are the



STUDENTS AT WORK IN ART ROOM

originals from the old Roman cities and they cost many, many dollars. You might call this the beauty spot of the Stout Institute. Those tables are placed in there for the Junior boys to draw upon. The miscellaneous marks on some of the papers upon these tables are the efforts of Barry and Church to make a good design.

This, ladies and gentlemen, concludes our trip and if you will each pay me \$5.00, I will lead you thru the maze of halls, stairways, and dark corners to the entrance.

Here we are. Thanking you one and all for your time and money, I will bid you farewell.  
C. S. V.



A VIEW AT PARADISE VALLEY

## JAMES J. COWING

[Has had longest period of service in Stout Schools. Has served eighteen years.]

It's "Where is Jimmie?"  
And "Who's seen James?"  
"Can you tell me where's Mr. Cowing?"  
From the smallest imp to the  
Head of the works,  
His popularity's growing.  
Be the job repacking the cylinder head,  
Or pounding harmony from the drum instead,  
Our Jimmie is there, serene and cool  
With calm assurance,---He's nobody's fool.  
If we plan a banquet and need gay light  
Without our Jimmie we'd be in a plight.  
For he's Head Electrician, utility man,  
Engineer, musician, in one brief span.  
He pulls the throttle and starts the "juice,"  
The wheels go round and things cut loose,  
If a belt but slips, he gets abuse x, x, x !!!  
When the power is lacking, our Jim's to blame,  
Or be it too strong, it's just the same.  
From the smallest imp, to the head of the schools  
His popularity's growing.  
It's "Where is Jimmie?"  
And "Who's seen James?"  
"Can you tell me where's Mr. Cowing?"  
"Chuk."



RED CEDAR BRIDGE AND DAM



GIRLS' GERMAN CLUB

# Deutsche Gesellschaft

It was October already when we Germans thought we should stick together side by side so a Deutsche Gesellschaft we thought would be nice. Floris Culver offered her room for our weekly meetings and each Saturday morning the rosy-cheeked maidens gathered there with their knitting. Our purpose it was to use such German as we knew already and add a little more to it yet. Reading, with discussion of the text, seemed the best way to improve and enlarge our vocabulary, for none of us were so fluent that conversation alone could fill the hour from eight to nine.

"Nibelungen Lieder" were our first stories and how we all did want to be a "Brünhilda" and have a Sigfried! Our second encounter was a play, "Er ist Nicht Eifersüchtig." Here is where we first recognized our Beckie's ability to read dramatically with hand on heart. Klumb's searching expression stirred us to the quick. Floss fairly brot tears to our eyes when reading those touching parts, while Ella Butz was grand as the jealous husband. The end, as usual, was all that one could wish and found the troubled wife, who was so cleverly impersonated by Elsa Groll, sincerely clasped in the arms of her husband with that sigh of relief "Ja, er ist eifersüchtig."

During the hour nothing but German was allowed—no matter how crude. All the girls felt that the time was well spent.

The officers for the year were:

President—Edna Klumb.

Secretary—Elsa Groll.

Treasurer—Ella Butz.

Literary Editor—Frances Beck.

## MEMBERS

Edna Klumb  
Frances Beck  
Ethel Wyatt

Elsa Groll  
Floris Culver  
Ethel Dean

Ella Butz  
Irma Ziegler  
Ruby Jordan





BOYS' GERMAN CLUB

## THE STOUT GERMAN CLUB

Martin Hilgendorf, President.

Frank Beckman, Vice President.

Ray Abercrombie

Loren Shove

T. Grant Raitt, Editor.

E. M. Stauffacher, Associate Editor.

The Stout Junior German Club was organized about the beginning of the winter, its purpose being to revise the German language and to review a few of Schiller's and Goethe's great writings.

The Club is composed of High and Low Dutch, Swedes, Irish, and a few Americans. In spite of our heavy work at school, a great many successful meetings have been held. Much credit must be given to the president for the success of the Club.

Most of the time was spent in the translation of the Iliad to the German language. The last meeting was held in Beckman's room where an elaborate program was rendered. Messrs Vickers, Flagg, and Van Gilder's book reviews of Wm. Tell were exceedingly interesting. Nevin Johnson's solo, "Lot is Tot" was rendered in such a charming way as to convince the club that he should bury the "hammer and saw" and take up music as his life profession. Beckman's essay on "How Milwaukee Became Famous" needs no comment. Messrs. Shove, Abercrombie, and Schaefer's readings and recitations met with great applause. The editor's essay on "The Value of Butter Milk" was carefully prepared and effectively given, tho some of the members could not see it that way. The closing remarks of the editor in chief were humorous as well as to the point.



## DIE GROSSE KIRCHE

Es war eine prachtvolle Nacht,  
Ich wollte zur Kirche gehen,  
Und als ich einsam spazierte,  
Wie gern hab ich umgesehen.

Es war uns endlich gekommen,  
Die willkommste Frühlingszeit,  
Blatt und Gras war grün geworden,  
Schon war alles---weit und breit.

Die Vogel in Baumen sangen,  
Es tonte mir klar und süß,  
Sie dankten dem guten Vater  
Der sie frohlich singen liess.

Der Fluss murmelte leise  
Am Wege zum grossen See;  
Es schien---er auch wollte singen  
Und danken für Freud' ohne Weh.

Da fiel es mir plötzlich ein,  
Diese Natur so dankvoll zu mir,  
Sie ist eine grosse Kirche,  
Und deine Welt, O Vater, danket Dir.

F. C. '10.

## DIE LORELEI [Revised]

Ich weiss nicht was soll es bedeuten  
Dass ich ein Dummkopf bin;  
Der Lehrsatz des Herrn Hammersten  
Will mir nicht in den Sinn.

Die Luft ist kühl und es dunkelt,  
Die Äste der Baumen weh'n,  
In der Halle tont die Glocke,  
Und ich muss studieren geh'n.

Der schöne Mond dort oben  
Scheint ruhig über den See,  
Und ich muss Briefhafte schreiben  
An abscheuliche Chemie.

An Zucker, und Mehl, und Kuchen,  
Hast du je noch so was gesehen?  
Und das ist nicht alles, man muss  
Noch Hute machen, und sorgsam nahen.

Dar har' ich jemand lachen,  
Studieren kann ich nimmer;  
Die Bucher leg' ich bei Seite  
Und geh' in's andere Zimmer.

Dann werde Scherze vorgebracht,  
An's Stillschweigen denken wir nicht,  
Da pocht es leise an der Thure,  
Man sieht--der Lehrerin Gesicht!

Sie sieht mich, jornig an,  
"In deine Stube geh' geschwind,"  
Mit beschamten Antlitz geh'ich heim  
Ein trüberes und weiseres Kind.

E. K. '09



GALLAWAY CREEK

## SCHOOL SPIRIT.



HERE is developed, in any organization or institution where a number of people come together for a common end, a certain spirit which manifests itself in the attitude and actions of the individuals, and which in the aggregate comes to be recognized as the spirit of the organization or institution. We observe this in the spirit of the regimental unit of the army corps and in the entire army. It manifests itself in the church as an institution and in the individual church as the unit of a great religious organization. We see it in the base ball club, the foot ball team, the college crew, the labor organization as a single unit or as a federated body, in the manufacturing establishment, and in the industrial organization of manufacturers, in the clubs made up of men or women, whether of social, commercial, civic, educational or other type.

This spirit manifests itself in various ways. Sometimes as a unified, aggressive, inspiring force leading to action. This action may be in the direction of that which is best or of that which is worse. In either case, because the force is unified and aggressive, it is effective; it produces results. Because it is the resultant of a common spirit manifest in each individual and welded into a community spirit, that community spirit re-acts upon each individual, intensifying his original spirit. He works now not for himself alone, but for the community and its ends as he sees them. In other cases the spirit of the organization, instead of being unified, aggressive, and effective, is lacking in unity. The common purpose which leads to the associating of the individuals is lost sight of in individual purposes, or in the purposes of small groups of individuals dominated by a spirit antagonistic to the real purpose for which the organization came into existence. The spirit of such an organization is one of discord. It lacks unity, it lacks effectiveness because it works at cross purposes; it lowers the tone of the organization or institution by re-acting upon the individuals, not for their improvement and elevation but with the opposite effect. The interests and welfare of the organization are subordinated to the selfish ends and purposes of its individual members.

In either of these two cases or in any modified form of either, the spirit of the institution or organization depends upon the spirit of its individual members and this again depends upon the ideals of those members. If to them, selfish interest or immediate personal satisfaction without reference to the effect of individual action upon organization is the dominating force, then the spirit of the organization will be ineffective for the accomplishment of the best results.

These general statements apply very definitely in the consideration of the spirit of a school. What that spirit shall be depends upon the ideals of the individuals composing it, or perhaps it would be more accurate to say, depends upon the ideals of the majority of those individuals. If to this majority the record of the foot ball team, of the crew, or of the base ball team is the important thing, the result will be manifested in the attitude of the students toward the work of the institution. If the ideals of the majority of the school are satisfied when in athletic competition, their school wins, no matter by what means, those ideals will

manifest themselves in the spirit of the school as a whole. If the ideals of the members of the school are realized, in the deception of teachers by sharp practices or in the securing of scholastic records to which the individuals are not properly entitled, then these low ideals will manifest themselves in the school spirit, and the low school spirit will re-act upon the individuals, satisfying them with these low ideals or reducing them to a still lower plane. If the individual members of the school realize the opportunities it offers them, realize the value of its reputation to them, realize the importance of this reputation, not only to them, but to other members of the school, if they realize what an important part they play in the establishment of the reputation of the school, if they have any honesty of purpose, these realizations and this honesty of purpose will combine to affect their attitude and conduct in the school, and for the development of a school spirit that builds up good standards, strengthens those already built and in every way makes for the best interests of the school.

The ideals of the individuals out of which the proper school spirit develops must recognize what is highest and best in such an institution, the relation of its work and influence to the future activities and usefulness of its students as members of society. These ideals must see in the growth of mental power, in scholarship, in the strengthening of ability to do what needs to be done, in the development of worthy character, the true function of a school, and that this function cannot be discharged except through the proper attitude and efforts of the individual students. Students must realize that the athletic records, attractive as they may be for the moment, that the athlete who is the hero of today, are but temporary incidents in the school history and life. It is the men and women who come out of the school and play well their part in the business, professional, social, or political life of the community that measure the work and worth of the school. The school spirit built upon and growing out of a realization of this fact is the best spirit possible. It makes the work of the school stronger, it interests every individual in its welfare, and it re-acts upon the individual and causes him to realize that the school depends upon him and he upon the school; that he and others like himself, determine what its character and worth shall be. Such a school spirit makes itself felt by the body of new students entering each year. It gives them to understand that the school has a serious purpose and that that purpose is at present the most important thing in the lives of its students; that any action tending to defeat that purpose is an action to be condemned, and that it will be condemned by the student body who have helped build up its traditions and establish its spirit. That sort of a spirit is a direct help to this body of new students, by helping them to get into the right attitude and spirit at the earliest possible moment; it checks the thoughtless or wavering tendencies that would interfere with the purpose of the school itself; supports and strengthens the weak student, encouraging him by making him realize that he has a share in the reputation of the school; it deters him from wrong action through the fear of condemnation on the part of those who stand for the true spirit of the school. It is a spirit that rises superior to the class spirit, because sometimes the class spirit runs counter to what should be the true spirit of the school. It rises superior to the spirit of the little group, or clique, or society, of the individual members of the school, because their interests are likely to be selfish interests that forget the larger interests of the entire school community. To the building up of such a spirit every individual member of a school should contribute.

L. D. HARVEY



ROAD TO PARADISE VALLEY

## CALENDAR

### SEPTEMBER

Friday 18. Hazel Arnold and Enid Isaacson arrive in town and discover the "Greeks."

Saturday 19. Many trunks arrive; also owners. "She is a student girl who knows her own trunk."

Sunday 20. More trunks, more Juniors and still more Juniors arrive. Several Junior hall girls are heard inquiring, "Are there many wall-flowers at the dances?" The wise Senior girl replies, "They are mostly Hall-flowers, you'll find."

Monday 21. Convicts in stripes are seen approaching from every direction to the prison of learning. Many lilies are paid and many tears shed, but, "My, it's good to see you back!"

- Wednesday 23. Manual Trainers in uniforms parade front streets.
- Friday 25. Reception to students by the faculty in the Gym. Introductions are plentiful.
- Saturday 26. First dance at Smith's. Also an informal dance at the Hall.
- Sunday 27. Many good resolutions made for church going.
- Tuesday 29. Seniors meet; class officers elected.
- Wednesday 30. Domestic Science Senior meeting; officers elected.

## OCTOBER

- Thursday 1. Pres. Harvey addresses school upon Menomonic etiquette.
- Friday 2. Alumni dance.
- Saturday 3. Banquet served to Governor of Arkansas and his party by D. S. Seniors.
- Wednesday 7. Miss Sullivan, Supt. of Chicago Schools, visits Stout.
- Thursday 8. Mr. Buxton stands for two minutes with his hands in his pockets.
- Saturday 10. Senior D. S. give excursion up river for D. S. Juniors.  
Hikers take first hike of season.
- Sunday 11. First reading of the play, "A Bunch of Roses."
- Friday 16. Minstrels entertain Tainter Hallites.
- Friday 23. Senior Reception to Juniors at Armory,  
Play, "A Bunch of Roses."
- Saturday 24. Sunlight cleaning-up dance on the remains of party. A memorable crush begins. Isn't that so, Dot?
- Saturday 31. Party at Hall for Juniors at Hall.  
Party at school for Juniors outside of the Hall--in fact all the Juniors were initiated.

## NOVEMBER

- Tuesday 3. Just before Exams.  
Fussers are Digs, You see?  
But when Exams are over,  
Fussers again they'll be.
- Monday 9. Edward Baxter Perry musicale at the Memorial.
- Tuesday 10. Millinery goods arrive. Miss Seymour opens shop.
- Wednesday 11. Banquet at Gymnasium for County Board.
- Wednesday 18. Beckmann sends to Chicago for a new supply of music.

## DECEMBER

- Friday 18. All home for vacation.
- Saturday 19. It is demonstrated during vacation that---  
"Absence makes the heart grow fonder,"  
Has exceptions to its Rule,  
But judicious use of PRESENTS  
Seems to work sometimes at school.



## JANUARY

- Monday 4. Grind again. No more lonesomeness. The accordin strikes the hall.  
Tuesday 5. Beckmann scouts around for another "affinity."  
Friday 8. Welcome dance at Smith's. Renewal of acquaintances.  
Monday 11. Raitt says something that isn't funny.  
Friday 15. Senior Hard Times Party. Heinie gets a lemon.  
Saturday 16. Clairvoyant hits town.  
Tuesday 19. Lucille Reynolds troubled with insomnia--stays awake thru one entire lecture.  
Friday 22. Stouts play Holcombs. Get beaten 13-28. Too bad.  
Monday 25. Aggies skin the Stouts to the tune of 8 to 11. Fierce!  
Friday 29. Juniors had a character ball.

## FEBRUARY

- Monday 1. Wiegand comes to class on time.  
Tuesday 2. "Why is a swivel?"  
Friday 5. Stouts skin Neilsville five 64 to 5. Rah! Rah! Rah!  
Saturday 6. Edict placed on hall girls.  
Monday 8. Edict revoked. Second semester starts.  
    "We're mother Eve's true children, for  
    By curious wonder all are burnt;  
    Some of us wonder why we're flunked,  
    Some of us wonder why we weren't."  
    Barry joins the ranks of Stout.  
Tuesday 9. Grant expresses his opinion. Heuser agrees with him.  
Friday 12. Emey, Punny, Anner, and Itchy do stunts at the Hall--also do stunts somewhere else.  
Monday 15. Iva Liver appears without a bow. Class fails to recognize her.  
Thursday 18. Barry gets crazy over a girl.  
Friday 19. Sec. I. Dinner to Sec. II. D. S. department.  
Monday 22. C. Wm. Wiegand has an accident. He goes home.  
Tuesday 23. Supt. Harvey tells us what a frat ISN'T.  
    Dinner at school for nine distinguished gentlemen.  
Thursday 25. Slat gets a job. Cheer up, Dot!  
    Friday 26. Stout play Co. C, Hudson. Get beaten 40-8. Slat didn't play.  
Sunday 28. Chloupek and Kavanaugh go fussing. Queer, isn't it?

## MARCH

- Wednesday 3. Solar falls in love. Gee!!  
Thursday 4. Taft takes a seat. Things entirely changed.  
Friday 5. Craig gets a hair-cut, "a la pompadour."  
Saturday 6. Chloupek and Kavanaugh don't do any fussing. Can you tell us why?  
Monday 8. Spuds and Dunnie get back from the Cities.  
    Katherine Ridgeway Concert Co. at Memorial.

Friday 12. Roehl gets his annual hair cut.  
 Friday 12. Chloupek, Bauman, and C. Kavanaugh demonstrate the fact that they have missed their calling. So did two or three Juniors.  
 Home Talent Minstrels at Memorial.  
 Monday 15. We are expecting Wiegand back any day.  
 Friday 19. Stouts play Aggies again.  
 Saturday 20. Practice teachers at Agricultural school go on sleigh ride to Jacob's farm.  
 Tuesday 23. Heuser draws a picture of his affinity for the design class.  
 Thursday 25. Churchill makes a noise.  
 Saturday 27. School today. Raitt got a hair cut--Semi-annual.  
 Miss Solar comes.

## APRIL

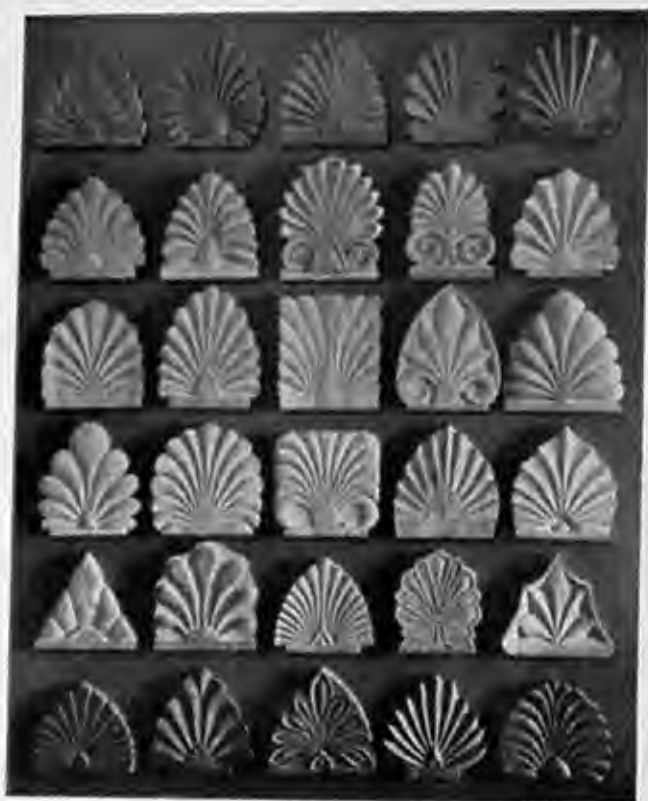
Friday 2. Spring vacation this week. The boys are lonesome again.  
 Tuesday 6. School again.  
 Wednesday 7. A. M. Corwell falls in--  
 Sunday 18. Chloupek goes swimming.  
 Saturday 24. Church develops a case.  
 Wednesday 28. Van gets a hair-cut. Centennial.

## MAY

Monday 1. 'Snow use!  
 Tuesday 4. Miss Day requests that each Senior D. S. bring to class a dietary suitable for a person in some occupation. "You probably all have some certain occupation in which you will be most interested."  
 Wednesday 5. The results of Miss Day's request.  
 Dunnie gets a menu for a chauffeur.  
 Beckie brings one for a lawyer.  
 Bess Chamberlin for a manual trainer.  
 Emily Ingram for a basket ball player.  
 Friday 14. Senior Prom. Oh! but it was a swell party.  
 Friday 28. Stout Junior reception to Seniors.

## JUNE

Monday 14. Visitors arrive.  
 Tuesday 15. Double deckers to oblige company.  
 Wednesday 16. Exhibit at school completed.  
 Thursday 17. Grand finale.  
 Tears! Sighs! and diplomas!  
 Gee, but this is a lonesome town.



DECORATIVE BOOKSTALL ENDS MADE BY WOOD CARVING CLASS



A MANUAL TRAINING PROJECT IN USE IN THE ANNEX

# ALUMNI

## ALUMNI EDITOR'S NOTE

Tho our Alma Mater is young, we feel that we have sufficient alumni to warrant strong support for a school annual. Unlike an older institution, she has in her alumni ranks, graduates, the earliest, as well as the latest, all aspiring to the motto, Learning, Skill, Industry, Honor; all young, virile, and enthusiastic in the successful advancement made at Stout in her endeavor to blaze the way in educational hand training.

Our institution is unique in its purpose and establishment. We are going forth to spread the knowledge of a new work in widely separated localities and must naturally experience an extensive variety of conditions and problems. We may well welcome a medium thru which to acquaint ourselves with the experiences, interests, and problems of our fellow alumni.

The annual will serve as another tie binding us to the institution. It will inform us in a general way of the activities at Stout; of the trend of the movement for industrial training as seen by the Stout faculty; of the student activities, interests, and problems, socially, educationally, and amid the various occurrences of student life.

It calls to mind many associations formed during our school life both at the school and amid the beauties of the surrounding country.

Finally, we hope that this annual may prove a strong factor in furthering the movement for an alumni reunion which will bind the closer, under their common interests, the Alumni, the Alma Mater, and the student body.

## KINDERGARTEN CLASS OF 1901

Elvie M. Dangers—Mrs. Charles H. Kucher, Ogden, Utah.

Stella H. Devereux—Kindergarten Director, Kaukauna, Wis.

Mary Ehrhard—Assistant Stout Institute, and Director North Menomonie Kindergarten, Menomonie, Wis.

Edith M. Fitzgerald—Teacher, Eau Claire, Wis.

Marguerite A. Gramie—Mrs. J. P. O'Malley, Bayfield, Wis.

Blanche A. Ring—Mrs. V. A. Hutzicker, St. George, Utah.

Edna B. Thomas—Mrs. Adam J. Aera, Eau Claire, Wis.

Alice V. Wilson—Primary Teacher, Owen, Wis.

## CLASS OF 1902

Margaret A. Feldhausen—Teacher, Seattle, Wash.

Cora Esther Mudord—Hattiesburg, Miss.

Minnie Marie Petty—Teacher, Algoma, Wis.

Elizabeth A. Thayer—Teacher, Minneapolis, Minn.

Edith E. Webber—Mrs. J. W. Fulmer, Chicago, Ill.

Hazel Wilson—Mrs. James Arthur Curtis, Carrollton, Ala.

## CLASS OF 1903

Cora Barron—Assistant Stout Institute and Director of Codrington Kindergarten, Menomonie, Wis.

Laura Gladys Cox—Mrs. Chas. Williams, Augusta, Wis.

Adalyn Gertrude James—Mrs. Frank H. Bissell, Arbor Vitae, Wis.

Amy Evelyn James—Teacher, Arbor Vitae, Wis.

Caroline Adelaide Powers—Teacher, Chippewa Falls, Wis.

Gertrude B. Relp—Mrs. Ralph Souden, Arkansas City, Kansas.

Florence May Rowell—Mrs. Tom Anderson, Medford, Wis.

Ida Tonnar—Teacher, Eau Claire, Wis.

Stella Katherine Trainor—Menomonie, Wis.

Anna U. Baudli—Teacher Second Grade, Boise, Idaho.

Myrtle Lillie—Teacher, Wausau, Wis.

## CLASS OF 1904

Alice L. Bennet—Primary Teacher, Birchwood, Wis.

Nina O. Blank—Teacher, Wauwec, Wis.

Lydia Bundy—Mrs. Clyde B. Blakeslee, Grand Rapids, Wis.

Gertrude G. Butterfield—Teacher, Antigo, Wis.

Lillian Caesar—Teacher, Rice Lake, Wis.

Ida Callahan—Teacher, Janesville, Wis.

Mayme G. Carey—Mrs. Louis F. Olson, Madison, Wis.

Maud Davis—Primary Teacher, Tacoma, Wash.

Mary George—Teacher, Eau Claire, Wis.

Anna Johnson—Mrs. J. Noer, Colfax, Wis.

Katherine Kelley—Teacher, Eau Claire, Wis.

Florence E. Richardson—Teacher, Merrill, Wis.

Bessie W. Sargent—Mrs. Arthur C. Roper, Menomonie, Wis.

Helga Taft—Teacher, Oregon, Wis.

Pearl Willey—Teacher, Hayward, Wis.

Franklin Worthington—Teacher, Grand Rapids, Wis.

## CLASS OF 1905

Jessie Adams—Teacher, Mondovi, Wis.

Almeda Dayton—Primary Teacher, Moundhead, Minn.

Wanda Dodgeon—Teacher, Grand Rapids, Wis.

Lelia Dillon—Teacher, Mondovi, Wis.

Blanche Farquharson—Mrs. Elmer E. Miller, Ironwood, Mich.

Eleanor Field—Supervisor of Kindergartens, Billings, Montana.

Martha Field—Osseo, Wis.

Johanna Holm—Teacher, Eau Claire, Wis.

Hermione Silverthorn—Teacher, Wausau, Wis.

Elizabeth L. Sumner—Primary Teacher, Eveleth, Minn.

Marguerite Lawler—Primary Teacher, Menomonie, Wis.

Eva Varnell—Teacher, Baraboo, Wis.

## CLASS OF 1906

Mattie Austin—Teacher, Kenosha, Wis.

Henrietta Josephine Brock—Mrs. Frank L. Nott, Columbus, Ohio.

Lydia Beel—Algoma, Wis.

Jayne E. Burrows—Mrs. Gerald Arnold, Galesville, Wis.

Alice Caesar—Rice Lake, Wis.

Grace Dahlberg—Mrs. Lewis David Crane, Elroy, Wis.

Gonie Grover—Teacher, Edgerton, Wis.

Helen A. Hugdahl—Primary Teacher, Eau Claire, Wis.

Elbeth H. Hatch—Neilsville, Wis.

Evelyn R. Macmillan—Neilsville, Wis.

Elizabeth C. Moberg—Primary Teacher, Eagle River, Wis.

Bessie Peck—Teacher, Hayward, Wis.

Laura B. Powers—Primary Teacher, Eau Claire, Wis.

Sadie L. Slagg—Primary Teacher, Eau Claire, Wis.

Hattie Lou Smith—Teacher, Fort Atkinson, Wis.

Dora von Briesen—Teacher, Wausau, Wis.

Henrietta C. Zauder—Teacher, Chicago, Ill.

## CLASS OF 1907

Beatie R. Brown—Teacher, Milton, Wis.  
Lillian L. Brown—Teacher, Mellen, Wis.  
Bertha Drowatzky—Teacher, Grand Rapids, Wis.  
Leone Hanton—Mrs. Bernard Smith, Superior, Wis.

Susan McCatchen—Mrs. Mosman Dean Garrison, Thorpe, Wis.

Minnie E. Murphy—Teacher, Galeville, Wis.  
Ida Dumville—Teacher, Marinette, Wis.

## CLASS OF 1908

Marjorie Bailey—Teacher, Santa Barbara, Calif.  
Grace Bartlett—Teacher, Eau Claire, Wis.  
Beryl Campbell—Teacher, Rice Lake, Wis.  
Helen Clark—Teacher, Wausau, Wis.  
Edna Hamat—Primary Teacher, Chassell, Mich.  
Clara B. Jahn—Teacher, Waupaca, Wis.  
Jane Kyle—Teacher, Appleton, Wis.  
Grace Lusk—Teacher, Houghton, Wis.  
Mayme Mayers—Teacher, Wausau, Wis.

Pearl Neuman—Teacher, Minot, N. D.  
Agnes Pinkerton—Teacher, Eau Claire, Wis.  
Minnie Pingel—Teacher, Sparta, Wis.  
Helen Quinlan—Teacher, Marinette, Wis.  
Emma Schweppe—Teacher, Medford, Wis.  
Catherine Sullivan—Teacher, Bayfield, Wis.  
Alice Tilleson—Teacher, Merrill, Wis.  
Bertha Volkman—Teacher, Edgerton, Wis.  
Margaret Young—Teacher, Waitsauke, Wis.

## DOMESTIC SCIENCE CLASS OF 1904

Nina Lowater—Instructor, High School, Rock Elm, Wis.  
Mrs. Alma W. McMahon—Instructor Elementary Manual Training, State Normal School, Cedar Rapids, Iowa.

Alice M. Hodge—Demonstrator, Tacoma, Wash.  
Anna Schurtz—Supervisor Domestic Science in Public Schools, Grand Rapids, Minn.  
Helen Schurtz—Instructor Domestic Art, Topeka, Kans.

## CLASS OF 1905

Pearl L. Bailey—Director Home Economics Department, St. Paul Institute of Arts and Sciences, St. Paul, Minn.

Louise Christianson—Supervisor Domestic Science and Art in Public Schools, Lead, S. D.

Marie Christenson—Supervisor Domestic Science and Art in Public Schools, Nephi, Utah.

Florence J. Dagget—Instructor Domestic Art and Science in High Schools, St. Joseph, Mo.

Emily Newsom—Mrs. Sam F. Wilson, Menomonie, Wis.

Eva Richards—Supervisor Domestic Art and Science in Public Schools, Valley City, N. D.  
Jeanette Steendahl—Matron Girl's and Boy's Dormitories, State Normal School, Cape Girardeau, Mo.

Louise Streckenback—Jackson, Mich.

Sara Porter Strong—Instructor Domestic Art and Science in Public Schools, Flushing, L. I.

Sarah L. Ludhope—Mrs. John Howell, Kansas City, Mo.

Jessie Clark—Demonstrator, Madison, Wis.

## CLASS OF 1906

Mabel Adams—Supervisor Domestic Art and Science, Public Schools, Billings, Mont.

Mrs. Marion E. Arnold—Supervisor Domestic Science, Public Schools, Everett, Wash.

Nellie E. Babcock—Instructor Domestic Art and Science, High School, Lincoln, Neb.

Edith Bemis—Instructor Domestic Art and Science, Public Schools, Allegheny, Pa.

Erica Christianson—Supervisor Domestic Art and Science, Public Schools, Ortonville, Minn.

Nina Dana—Director Domestic Art, Central High School, St. Paul, Minn.

Edith A. Dahlberg—Instructor Domestic Art and Science, Marinette County School of Agriculture, Marinette, Wis.

Hattie Dahlberg—Supervisor Domestic Art and Science, Public Schools, Antigo, Wis.

Mabel Dickinson—Newspaper Reporter, Fond du Lac, Wis.

Martha Meiklejohn—Demonstrator, Rockford, Ill.

Nellie W. Farnsworth—Assistant Domestic Science, Stout Institute, Menomonie, Wis.

Lee M. Galloway—Menomonie, Wis.

May Harris—Instructor Domestic Art and Science, High School, Birmingham, Ala.

Ruth F. Heller—Superior Domestic Art and Science, Public Schools, Oconto, Wis.

Margaret Johnston—Superior Domestic Art and Science, Public Schools, Waukegan, Ill.

Madge Leane—Mrs. Guy Johnson, Trenton City, Mich.

Olive E. McKay—Director Domestic Art and Science, State College of Washington, Pullman, Wash.

Ruth E. Michale—Director Domestic Art and Science, State Normal School, Mt. Pleasant, Mich.

Martha Whitham—Cateret, Plainsville, Wis.

Amy R. Gott—Superior Domestic Art and Science, Public Schools, Escanaba, Mich.

Mrs. Margaret Gray—Menomonie, Wis.

Grace M. Harden—Instructor Domestic Art and Science, Winnebago County School of Agriculture, Winneconne, Wis.

Mabel Holthoff—Dietitian, Knowlton Hospital, Milwaukee, Wis.

Ruth Hood—Assistant Domestic Art, Public Schools, Burlington, Ia.

Corneilia Moran—Superior Domestic Art and Science, Public Schools, Watseon, Ia.

Madge Nott—Instructor Domestic Art, Dorchester Academy, Tichee, Ga.

Edna Storer—Menomonie, Wis.

Clarice Winfield—Eau Claire, Wis.

## CLASS OF 1907

Nellie Tucker Adams—Superior Domestic Art and Science, Public Schools, Sheldon, Ia.

Maye B. Ames—Superior Domestic Art and Science, Public Schools, St. James, Minn.

Ann Blackham—Assistant Domestic Art, Nephi, Utah.

Elizabeth Fulton—Director Domestic Art and Science, State Normal School, Cape Girardeau, Mo.

Lynne Gagnon—Instructor Domestic Art and Science, Winona Seminary, Winona, Minn.

Lucy Gleason—Superior Domestic Art and Science, Public Schools, Two Harbors, Minn.

Marion Ingalls—Superior Domestic Art and Science, Public Schools, Ogden, Utah.

Augusta John—Superior Domestic Art and Science, Public Schools, Houghton, Mich.

Florence Lander—Beaver Dam, Wis.

Veda McGillivray—Assistant Domestic Science, Escanaba, Mich.

Margaret Pattison—Superior Domestic Art and Science, Public Schools, Stanley, Wis.

Elizabeth Pugh—Director Domestic Art and Science, State Industrial School, Ponton, La.

Martha Schneider—Superior Domestic Art and Science, Public Schools, Marinette, Wis.

Letitia Seively—Instructor Domestic Science, High School, Chicago, Ill.

Waldolina Spohr—Assistant Domestic Science, Stout Institute, Menomonie, Wis.

Barbara Sweet—Director Domestic Art and Science, State School of Science, Wahpeton, N. D.

Edith Watts—Instructor Domestic Science, Public Schools, Milwaukee, Wis.

Jean Worden—Beaver Dam, Wis.

Carrie M. Young—Deceased.

## DOMESTIC SCIENCE CLASS OF 1908

Katie L. Baboff—Superior Domestic Science, Public Schools, Ashland, Wis.

Eula Blandell—Mrs. Harold Webster, Milwaukee, Wis.

Esther Carlsted—Assistant Domestic Science, Public Schools, LaCrosse, Wis.

Elizabeth Dodson—Assistant Domestic Science, Public Schools, Oshkosh, Wis.

Myranda Eryer—Superior Domestic Science, Public Schools, Coleraine, Minn.

Theo Fenton—Assistant Domestic Science Public Schools, Columbus, O.

Alice Frost—Teacher Domestic Science, State Public School, Sparta, Wis.

Irma S. Gorton—Assistant Domestic Science, Public Schools, Allegheny, Pa.

Elizabeth Graham—Superior Domestic Science, Public Schools, Burlington, Ia.

Charabelle Math—Superior Domestic Science, Public Schools, Bayfield, Wis.



Anna Kramer—Menomonie, Wis.  
 Anna McMillan—Assistant Domestic Science,  
 Stout Institute, Menomonie, Wis.  
 Florence Moore—Director Domestic Science, Pub-  
 lic Schools, Viroqua, Wis.  
 Caroline Morterud—Assistant Domestic Science,  
 Public Schools, Waukegan, Ill.  
 Josephine Moran—Teacher Domestic Science,  
 Grand View Normal Institute, Grand View, Tenn.  
 Katherine Moran—Teacher Domestic Science,

Industrial School, Arden, N. C.  
 Blanche A. Newton—Assistant Domestic Science,  
 Public Schools, Madison, Wis.  
 Elizabeth E. Perkins—Director Domestic Science,  
 Public Schools, Chippewa Falls, Wis.  
 Ethel Strong—Director of Domestic Science, Sa-  
 vannah, Ga.  
 Matilda H. Wash—Oshkosh, Wis.  
 Amy E. Wearne—Domestic Science, Public  
 Schools, Calumet, Mich.

## MANUAL TRAINING, CLASS OF 1904

John A. Borell—Instructor Manual Training,  
 Marathon County School of Agriculture, Wausau,  
 Wis.

Victor E. Thompson—Supervisor Manual Train-  
 ing, Public Schools, Grand Rapids, Wis.

## CLASS OF 1905

Harvey G. McComb—Director Manual Train-  
 ing, Public Schools, Stevens Point, Wis.  
 Elmer Miller—Director Manual Training, Pub-  
 lic Schools, Ironwood, Mich.

Edward T. Snively—Student at University of Wis-  
 consin.  
 John O. Steendahl—Director Manual Training,  
 State College of Idaho, Pocatello, Ida.

## CLASS OF 1906

Ellery W. Barber—Director Manual Training,  
 Public Schools, Fargo, N. D.  
 Robert H. Conde—Director Manual Training,  
 Public School, Antigo, Wis.  
 L. M. Cole—Director Manual Training, Milliken  
 University, Decatur, Ill.  
 Glenn H. Hill—Director Manual Training,  
 Public School, Boise City, Ida.  
 Geo. R. Holton—Director Manual Training, Win-  
 nebago County Agriculture School, Winneconne, Wis.  
 Rollin Mansden—Director Manual Training

Public Schools, Omro, Wis.  
 Louis F. Olson—Director Manual Training, Public  
 Schools, Madison, Wis.  
 Amos D. Stetler—Assistant Manual Training,  
 Public Schools, St. Louis, Mo.  
 Allen D. Towne—Director Manual Training,  
 State Normal School, Kirksville, Mo.  
 Stephen F. Wall—Director of Manual Training,  
 Public Schools, Wallace, Ida.  
 F. Huse-Webster—Director of Manual Training,  
 Public School, Meadville, Pa.

## CLASS OF 1907

Valdemere Beers—Director of Manual Training,  
 High School, Janesville, Wis.  
 Louis F. Best—Director of Manual Training,  
 Public Schools, Marinette, Wis.  
 Ira S. Fuller—Director of Manual Training, Pub-  
 lic Schools, LaCrosse, Wis.  
 Harry A. Jacobson—Director of Manual Train-  
 ing, Public Schools, Muscatine, Ia.

J. F. Knowlton—Director of Manual Training,  
 Austin, Minn.  
 Adolph Reeth—Assistant Manual Training Pub-  
 lic Schools, Milwaukee, Wis.  
 Theodore H. Smith—Assistant Manual Training,  
 Public Schools, Seattle, Wash.  
 Clara M. Works—Director of Manual Train-  
 ing, Public Schools, Carthage, Mo.

## CLASS OF 1908

Paul E. Bailey—Director Manual Training, Pub-  
 lic Schools, Ashland, Wis.  
 Charles A. Brockus—Assistant Manual Training,  
 Public Schools, Ironwood, Mich.

Charles W. Byrne—Director Manual Train-  
 ing, Public Schools, Green Bay, Wis.  
 Fred L. Curran—Assistant Manual Training, Stout  
 Institute, Menomonie, Wis.



Edward J. Engeström—Director Manual Training, Public Schools, Wauwatosa, Wis.

Eugene H. Harlscher—Director Manual Training, Public Schools, Eau Claire, Wis.

J. Raymond McNeal—Director Manual Training, Public Schools, Baker City, Oregon.

Max E. Newcomb—Assistant Manual Training, Public Schools, LaCrosse, Wis.

Frank L. Nott—Assistant Manual Training, Public Schools, Columbus, O.

Arthur L. Owen—Director Manual Training, Public Schools, Viroqua, Wis.

Thomas S. Root—Assistant Manual Training,

Public Schools, Racine, Wis.

Benjamin W. Spaulding—Director Manual Training, Public Schools, Coleraine, Minn.

Frank J. Streeckel—Director Manual Training, Public Schools, McKinley, Minn.

Lura L. Tooton—Instructor High School, Kansas City, Mo.

Newton VanDalsem—Director Manual Training, Neenah, Wis.

R. D. West—Director Manual Training, Dunn County School of Agriculture, Menomonie, Wis.

Henry T. Zittleman—Director Manual Training, Public Schools, Two Harbors, Minn.

## THE RELATION OF THE KINDERGARTEN TO THE HOME AND ELEMENTARY EDUCATION

PEOPLE are coming to believe that to realize the best results in later education one must begin with the young child and continue the guidance all through his educational career for then only will the desired end be attained. That this view has not always been held, can be inferred from the fact that the school system really grew from the top downward, for the primary department was unknown in our public schools until the middle of the 17th century and the first Kindergarten in America was established in St. Louis in 1873, less than a half century ago.

While the present system is not yet perfect by any means, a long step has been taken in the right direction since there is a recognition that the child is learning to think, feel, and act, that habits are being established in this early formative period which will strengthen or undermine all that follows.

There are three agencies concerned in this first phase of the educational process: the home, the kindergarten, and the elementary school, all of supreme importance, for every one has its definite purpose, its specific work to do in serving the individual and society.

The home is not only the first that is active, but it continues its influence for a longer time than either of the others.

The kindergarten supplies the needs of children when they begin to manifest a desire for the companionship of persons of their own age, experience, and interests. It also serves as a mediator between the informal and too frequently irregular training of the home and the more formal work of the grades.

The elementary school owes its existence to the invention of printing and the growth of commerce, when it became necessary for men to know how to read, write, and figure, and these things are most easily learned in childhood.

These three agencies influencing early child life have many factors in common. When functioning properly, all interest centres in selecting such methods and adapting such subject matter as will insure the realization of the common purpose; namely,—the child's gradual development, involving physical control and independence, intellectual activity and insight, moral sensitiveness and responsiveness.

Since the home is one of the educational organs, it is fair to stop for a moment and consider just what its subject matter and methods are. Many parents now, as in earlier times, train and instruct the child well. They look after his physical welfare, which involves questions of proper diet, clothing, sleep, exercise, and cleanliness. They help him establish worthy habits of feeling, thinking and doing, and when there are specific difficulties or defects they resort to intelligent ways of remedying them. Now, since it can only be said that **MANY** rather than **ALL** parents do this, it frequently devolves upon the kindergarten and school not only to continue such work but very often to **BEGIN** it.

In the kindergarten there are paid, trained instructors, the subject matter is carefully planned out and given in logical sequence determined by the immediate and later needs of the child. It takes the child from the ages of 4 to 6, the years when the play instinct is strongest, and its practices are adapted to this stage, for all development is thorough, varied, playful activity having various educational values.

In the primary school we also find trained instructors holding in view those things which make life worth living, teaching the arts and subjects which will fit the child to become a bread-winner and a good citizen, for a large per cent. of children never go beyond these elementary grades.

In the light of psychology there is a very close connection between these two agencies for toward the close of the kindergarten period the child begins to manifest a desire to learn to read and write and to know more about his environment—physical, industrial, and social. Therefore the changes that have come into its methods and its courses of study are not merely a matter of novelty and of quantity but rather of seeing how life outside of the school can be interpreted by that within; so the two are not isolated sets of experiences but closely related, each to the other. These have been the characteristics of kindergarten methods and when the primary school is similar in nature then we find that the essential connection between the two exists.

It is too often the case that there is a separation between these two agencies and to overcome it means that each agency must have a knowledge of the work done by the other and a basis of promotion must be determined. But, aside from all this, if the children are to realize the connectedness of life in the kindergarten and elementary grades and build up a school spirit and active enthusiasm or interest, other things are necessary. Meetings of the children for a good time may be arranged occasionally and both may work together in an entertainment for the parents or for raising funds for some mutually felt cause.

Just as we find a separation between kindergarten and school, so we frequently find the same thing true between the school and home. That attempts are being made to bring about a reunion is evidenced by mothers' or parents' meetings and by the teachers' and parents' clubs at which topics of vital interest and importance to all are taken up and discussed. These gatherings are the common ground upon which these people meet to ask questions and to critically study the problems involved. Perhaps no better expression of the spirit of relationship that should exist between any school and the parents of children attending has ever been given than that embodied in this, "An Allegory for Mothers":

"Once there was a garden. It was filled with every kind of flower that you can think

of big, gay nodding poppies, modest violets, sweet-faced pansies, lovely roses, and fragrant mignonette.

Yet all were not strong, healthy plants. Some were nearly withered; some were just started—frail little seedlings; some were drooping; and some all but dead. These weaker plants the gardeners were especially interested in, and spent more time in caring for than in tending the strong, blooming plants.

There were two gardeners. They came in about nine o'clock, and left about twelve. Then the owners of the flowers came in,—a large number of people,—and continued the work.

But somehow things were not going very well. In the morning, the gardeners would do one thing, and in the afternoon the owners would do another, and this troubled the gardeners, who were specially trained for their work by a Master Gardener.

'My pansies will be ruined if they are moved to the south bed,' said the head gardener sadly, looking at a bed of yellow pansies just transplanted by the owner.

'They put too much water on these forget-me-nots', complained the assistant. 'They are fairly flooded all the time, poor things.'

'And they don't put enough on the ferns. It ought to be done every evening at sunset,' said the other.

And so things went. Sometimes the gardeners and the owners would do the same thing for a plant, and then it would flourish, but this was not often.

Now it was a very valuable garden. Each plant was sometime to be transplanted, and become the nucleus of another garden; and more than that, some day every perfect, spotless, and beautiful one would be gathered for the King, in whose presence they would bloom forever.

Some of the owners remembered this, but some forgot it. Others hardly gave their poor plants a chance to grow, hovering over them, pruning them and experimenting with different foods for the soil, and leaving many directions for the gardeners.

The owners and the gardeners seldom met. The former were very busy with many other cares besides the garden, and they thought the gardeners were paid for their work and that ended it. In fact, many owners thought the gardeners were quite unnecessary. It was a waste of money, they said.

Meanwhile, the gardeners did their work faithfully and were rewarded by seeing a few crooked plants made straight, a few weak ones strengthened, a few pale ones brightened.

'But', said the head gardener, 'We are not accomplishing half what we ought. They prune when they ought to let grow, and let grow when they ought to prune, and some of them let the weeds grow like quack grass'.

'Yes', said the other, 'I cannot pull the weeds out fast enough in the mignonette. I cannot think what ails the soil. We must have a meeting and confer with each other, and explain our reasons for what we do'.

'Agreed', said the other. And they sent out word that they would be in the garden all the afternoon of certain days, to confer with the plant owners.

Some thought they couldn't give so much time to the garden work, some thought it was foolish, and that they knew quite as much about it as the gardeners, seeing that they had

raised plants from seeds all their lives. However, all agreed that it was kind of the gardeners to take so much interest, and so they met.

Several times a month they would go through the garden together and discuss the treatment of certain plants. And the more they met the more they found that they could agree. The gardeners had some excellent ideas, learned from training and experience; and often the owners could throw much light on the matter, for it was a curious thing, but sometimes a plant would act one way in the morning with the gardener and another way in the afternoon with its owner.

So the garden prospered. Of course there were some failures. Some plants never seemed to thrive; but it was, on the whole, a blooming and beautiful spot.

One by one, each little plant was finally taken up and put in another place. Each had made a good start and was a thrifty little growth, reaching down into the soil and up to the light; and it was with real love and regret that the owners said good-bye to the gardeners.

THEIR garden was always full. For as soon as one set of plants was taken up, another was brought in to take its place.

And so they are working,—digging, watering, siring, sunning, weeding, and pruning,—hoping that their work may not be in vain, and that each flower may, in due time, be worthy of being gathered into the kingdom wherein all is glorious."

MARY E. WILCOX, 1907.

## LETTERS FROM ALUMNI

Elizabeth Graham, Burlington, Iowa.

In regard to Domestic Science and Manual Training, Iowa is yet in the first stages of advancement. The work is in its infancy, for in very few schools throughout the state is this phase of work more than five or six years old. There is room and opportunity for progress and much progress is surely being made.

The interest and enthusiasm in the work was noticeably shown when last November teachers from all over the state met at Cedar Falls and there organized a State Manual Training Teachers' Association.

Among the county superintendents and rural teachers the work finds hearty support and every year sees a half dozen more cities putting in the courses.

Maude Bartlett, Eau Claire, Wis.

The general movement in the interest of child culture and development is showing many interesting as well as encouraging phases in this locality. Public sentiment, as regards the various lines of specialization in education, is decidedly more favorable than adverse. Slowly but surely the true educational aim underlying these movements is being more clearly understood. This is plainly due to the fact that teachers, specially trained along these lines, are joining the teaching force. Scientific training and enthusiastic effort have made a strong combination in influencing public opinion.

There is still need of more hand to hand and heart to heart co-operation in the in-

terest of the child between parents and teachers, but the growing interest along these specialized lines will surely in time solve this problem.

The public requires concrete knowledge as to results in school work, and we are trying to meet this demand by a series of exhibitions in hand work. These are held in the various school buildings of the city. Results justify the efforts put forth.

In brief, our future outlook promises a still stronger union of forces, which will aid in giving to every child in our community his rightful heritage—a well trained body, a well trained mind, and a well trained soul.

Frank J. Steckel, McKinley, Minn.

In the fall of 1908, Manual Training was installed in the McKinley graded school. Benchwork and mechanical drawing are the chief lines now carried on in the school. The practical problems in the course thus far given have impressed the pupils with the value of the work, and this success will mean an addition of other lines of work, such as paper and cardboard in the lower grades, and woodturning in the second year High School.

C. A. Brockus, Ironwood, Mich.

Let me briefly describe our equipment and work. On the first floor we have our machine shop and our woodturning and mill room. In the basement are the moulding and forging shops, while on the second floor are located the joinery and mechanical drawing rooms.

Every machine is motor driven. I should like to describe some of the machines but space forbids. I will, however, mention our oil grinder which we have in the joinery room. It consists of two circular oilstones revolving on a shaft. It takes the place of an ordinary grindstone. The seventh and eighth grade boys grind plane irons on it and get good results.

We are conducting a night class in mechanical drawing. It is attended, in the main, by young men from the machine shops and mines. They are very enthusiastic over it. This class has won many friends for manual training outside of school circles.

Mayranda Evjen, Coleraine, Minn.

I shall endeavor to give a brief outline of the work which is being done in the Domestic Science Department of the Coleraine schools.

This is a town of about fifteen hundred inhabitants and has one large school which includes all the grades and the High School. Two large rooms on the third floor have been set aside for Domestic Science work, one of these is the kitchen, the other, the sewing room. Both are well equipped and very similar to those at the Stout Institute, in fact, the best equipped of any I have seen in a public school.

Sewing is taught in all the grades from the fourth up, and in the High School; also in the grades in the Bovey school. Bovey is a small mining town a half hour's walk from Coleraine and connected with it by a board walk. Two seventy-five minute periods are devoted to cooking each week both in the eighth grade and in High School. The work has been very successful in both branches. We have served a banquet to one hundred men of the Masonic order and are about to serve a dinner to the School Board.



All garment making has been finished in sewing, and the Snow System of drafting will be introduced next week. I am very glad to say that the future certainly looks bright for this busy, ambitious school in which industrial work was instituted about a year ago.

Kathrine A. Moran, Christ School, Arden, N. C.

The people of the outside world little realize the loneliness, poverty, and hard work of the women of the southern mountains. These women do not know what the home really manifests, and the dignified labor for a home seems drudgery. These two things they must learn to know and appreciate above all else.

At Christ School the medium through which we are endeavoring to widen the horizon of girls ranging from eight to twenty years of age is cooking, sewing, and home nursing. In the class-room work inaccuracy is continually fought, for slackness is the prevailing characteristic of these girls. In the near future it is hoped that a home-maker school may be established. Also a small trade school to prepare girls as professional cooks, dressmakers and milliners.

When these young women are started on the road to right living we shall have women with clear heads, sound, happy hearts, and skilled, happy hands.

Benj. W. Spaulding, Coleraine, Minn.

Manual Training and Domestic Science have been installed in two centers here--at Coleraine High School and at Bovey, a small town about three-fourths of a mile from Coleraine.

We have first class equipment in the work we have introduced. The department has a Crescent saw table and a 24 inch surfacer, both driven by individual motors.

Woodwork is taken up in the fifth grade and continued thru the High School; mechanical drawing begins in the eighth grade and extends thru the four High School classes. The largest class numbers eighteen and the smallest six.

Forging and wood turning will be added to the course next year. The school board is already making plans for a large Manual Training building and a gymnasium.

As the work is new, few difficulties are found in teaching, but we find it very difficult to obtain properly dried and prepared lumber. It pays to get out a bill for the amount needed for the entire year and get the order in during the summer months.

Teaching on "The Range" is all right. There is where the money is and the school boards know how to use it.

Louis Touton, Kansas City, Mo.

There are only two suggestions that I might give: one is along my own line, mechanical drawing. I teach vertical lettering, use exercise plates, and treat my solids as composed of straight lines. The other is that nearly every school in this section is building a gymnasium and if one could coach a ball team of some kind or give some instruction in the gymnasium, the chances of a position would be doubled.

There are three schools here, one Manual Training, one in which the Manual Training is optional, and one, "Central", in which the only work along the line of Manual Training is mechanical drawing.

## REVALUATIONS

THE present-day classical course, as we find it given in colleges, and its elementary adaptation to the curriculum of secondary schools, "grew up along the lines of definite needs, and its growth was as distinctly practical as the growth of the modern technical courses."

The medieval university was founded to furnish preparation for the priesthood and hence the first group of studies offered were the classics, philosophy, and mathematics. Later, as the legal profession came into prominence, the need of special training for the study of law was recognized and the course was somewhat extended. Again, the sciences were added, largely to meet the needs of students of medicine. Thus, having adapted the course to meet the very practical demands of these three professions, the curriculum remained for generations almost without change. Hence, all this time, consciously or unconsciously, the man who had been carrying the old-time classical course knew there was much in it that could be applied, and would be applied, in his later life. If he was to be a lawyer, he needed his Latin; his advanced mathematics for their effect upon his logical acumen, and the history, economics, and training in rhetoric for general culture and practical use. If he was to be a teacher, he needed about all there was in the course. In like manner the course was practical for the other professions.

When the desirability of higher education for young women was first recognized, it was decreed that the woman should have the same education as that offered the man. The ordinary college curriculum was opened to her and the public failed to notice that if she were not to be a teacher of the highest grade, there was scarcely a subject in the course that she could recognize as having a practical bearing on her after life. The decree ought to have been that her education should be just as good as that of her brother but so adjusted as to meet her peculiar needs and to enable her to act well the special part that she is to play in the world, for the life work of the great majority of women will always be in the home; as daughter, sister, or wife, she will be the home-maker.

The introduction of any subject into a school curriculum simply for utilitarian purposes is contrary to the general spirit of education, technical schools excepted. The present day aim of education is to give a training for good citizenship. No nation is more highly developed than the home from which it comes. To raise the standard of this home is to elevate the well-being of the nation.

The organized study of domestic science is comparatively new, and there is as yet a poverty of nomenclature concerning the work. It is variously called Domestic Science, Domestic Economy, Home Economics, Household Science, Home Science, etcetera, and the work in sewing, drafting, design, and textiles is separately classed as Domestic Art, while preparation, cookery, and nutritive value of food is usually classed as Domestic Science. Generally speaking, Domestic Economy includes the combination of Domestic Science and Domestic Art.

Probably the greatest objection to the introduction of domestic economy into the course of study of a public school system is that its courses are already too full. Yes, often they

are too full—too full of fads. If some of those fads were stricken out there would be time for some instruction along the lines of household sanitation or food values. Also, instead of teaching geography, history, or arithmetic five times a week, one of these studies could be taught but four times a week and thus one hour, or a double period, would be gained for instruction in domestic art, or for cookery and food,—a sufficient length of time for the introduction of the work into the grades.

"People must be housed and fed, dressed and pleased. Many homely tasks must be idealized. 'What we need most is not to realize the ideal but to idealize the real,'" one writer has said. "To raise the standard of scientific living, to simplify processes, to introduce into the business of housekeeping—the trade or profession, whatever you wish to call it, but to introduce into this business—the same principles and methods that already prevail in other branches of economic industries, must be accomplished and seemingly can be done only through the medium of the school."

Of all the changes brought about during the nineteenth century, few have had a more far-reaching influence for good than the progress made in scientific cookery, and yet it has been and still is a bitter struggle. The feminine mind is always opposed to innovation. Constantly we hear the statement, "My mother got along without science in the kitchen, and what was good enough for her is good enough for me." Yes, but the housekeepers of today must remember that their mothers worked in a different time and under different conditions. If men had said that what was good enough for their fathers was good enough for them, where would have been the boasted progress of the century? We should still be using candles and cutting grain with a scythe.

Often, when discussing domestic (science) economy in its broadest sense, some women will say, "That is all very well, but let us have something practical. Ought I to feed my children cake, or give my husband meat three times a day? Will domestic economy teach me how to reduce my grocery bill?" To such questions there is but one reply. Household economy will teach the scientific principles of nutrition and you can apply them to suit the needs of your family and the amount of your income. If you know how much protein your husband should have in a day, you will know how much. If you understand the chemical constituents of foods and their value in nourishing the body you may purchase these constituents in cheap or expensive form.

There should be some appropriate relation between a man's income and the amount expended on the different classes of household needs. These different classes of household needs are commonly divided into five general subjects, namely:

Food,

Rent (car fares to and from work),

Clothes,

Operating expenses—Wages, Fuel, Light,

Higher life—Books, Travel, Church, Charity, Savings, Life and Property Insurance.

With the expenses so classified and recorded, the housekeeper may study her problem intelligently. If she remembers that the proper nourishment of her family is an essential, and that the more she studies the problem, the more able will she be to enlarge the amount avail-



able for the so-called "higher life" of the family, she will consider it well worth while to give some attention to this matter of household bookkeeping. A ready-reference statement of past and present relations between income and outgo should be on hand at all time; very few housekeepers realize the value of this, yet it aids greatly in curbing extravagant tastes, in finding sources of waste, or of careless expenditures.

The cheapest food is not necessarily that which costs the least, but that which supplies the most nutriment for the least money. The most economical food is that which is the cheapest and at the same time the best adapted to the wants of the consumer. Many housewives, wishing to economize in their expenditure for food materials, attempt only to reduce the amount of food or to substitute articles cheaper in price. Their ignorance of the nutritive values of foods as compared with cost prevents them from accomplishing their aim by any better method. In any consideration of economy there are three factors: expenditure of money, of time, and of human energy. To illustrate: There is no more nutriment in an ounce of meat from the tenderloin of beef than in that of the round or shoulder, and the market price is twice as great, but because one constituent of the loin cut, the connective tissue of the meat, is more tender than that in the round or shoulder, the meat is available to the digestive processes of the human body with less time and energy expended in preparation than would be required to make a cut of round equally available. The proper method for making the cheaper and tougher cut as digestible as the more expensive or choice one is not always understood by the person who plans the food of the family.

This almost universal misconception of the word "economy" is the root of many misdirected efforts for good on the part of housewives. For instance, a woman who does all the housework for perhaps a family of five--the cooking, cleaning, and much of the sewing--will remain indoors during the beautiful afternoons of spring in order that she may have a summer garment ornamented with the prevailing fad of eyelet embroidery! She needs oxygen, outdoor exercise, a change of occupation, intercourse with people outside her family circle, the recreation or rest that follows a change of activities, and yet she will remain indoors from the time she has put away the dishes of her noon-day meal until it is time to prepare the next meal, because, through ignorance of values, she demands something which she cannot afford in the expenditure of time and human forces required for the making. Certainly she can no more afford to give her time and energy to this work than she could, probably afford to pay for having it done. Here is an opportunity for the needed establishment of new values.

Even though the housewife may well understand the mechanics of her house--the drainage, plumbing, ventilation, heating, and lighting--there is one more factor in the making of a home which too often receives consideration only from a pecuniary standpoint. This is the furnishing of the home. On house-furnishing from a sanitary standpoint I shall not dwell, but I want to make a plea for the much ignored art of aesthetic furnishing. "A home is a haven; a room for retreat. Consider carefully the needs of the home, the purpose of any room, and then gather into each room only what is needful for its use." A useful thing is its own justification and in usefulness are the beginnings of beauty. Some one has said, "there is beauty in utility and utility in beauty." Ornament on furniture, in the way of machine-made

lines and carvings, is a vexation in the amount of care it requires and in its educative value of a very bad art.

Let us not fall into the common misconception of "art" as pictures, sculpture, or miscellaneous fancy articles. Art is primarily a matter of color and line and these have a direct effect upon the nerves and mind. Though the lesson that comes from beautiful things is a quiet one, it is strong. There is a sense of restfulness which exists in some rooms of some homes, and one becomes conscious of the effect. You may not know that careful thought has been used in proportioning that room, in selecting the colors around you and in their use so that they may distinguish objects from each other; that thought has been used in choosing wall-paper, the pattern in the rug, the workmanship of the furniture, the groupings of the furniture with regard to use, vacant spaces, light and shade.

Everyone cannot have a home in keeping with cherished ideals, but everyone CAN stamp a home, or a room, with simplicity, individuality, and harmony.

Looking backward through the haze of several decades, we see a French man-of-war anchor at the distant Algerian shore. Simultaneously we heard the sound of muffled drums and the tread of marching feet. A squad of American soldiers appears and between them they carry a casket, shrouded with the stars and stripes. Reverently that casket is placed on the awaiting ship and, after the firing of military salutes, the ship starts westward on a long, long voyage. It comes to the United States, to our capital, Washington, and there many thousands of people, from the humblest wage-earners to the chief executive of the nation, pay tribute to the memory of an American citizen who has accomplished no great achievement for his country and of whom nothing is remembered but that he wrote one song. The casket contained the remains of John Howard Payne, the author of "Home Sweet Home."

The love of home and the love of country--the national home--are closely akin, the dividing line is very faint. We hope that by strengthening one we may strengthen the other, and that the highest aim of educating our daughters will be truly fulfilled.

FLORENCE J. DAGGETT, 1905.

## LETTERS FROM ALUMNI

Edward J. Engeseth, Wauwatosa, Wis.

Manual training was introduced into the Public Schools of Wauwatosa in the fall of the year 1907. The equipment, which is a donation from the Women's Club, consists of twelve double benches, individual and general tools usually found in a manual training room, demonstration bench, buzz saw, and cabinets for finished and unfinished work. The room in which the work is done is a large, pleasant room, having five windows to the south and four to the west. In addition to the work room, there is a stock room, a grindstone room, and a display room. The Menomonic course of study for construction work, basketry, weaving, clay modeling, elementary bench work, joinery, cabinet making, and mechanical drawing has been introduced and has met with approval. The installation of domestic science is being agitated at the present time.

The work in this community is decidedly agreeable. This may be attributed to the

active interest and strong support given by everyone. Indeed, prospects for the future are very bright.

Irma B. Gorton, Allegheny, Pa.

In Allegheny and Patchburg the work in Manual Training and Domestic Science and Art in the public schools is as well organized, developed, and highly regarded that it is an inspiration to be here. In fact, the number of teachers employed has warranted the formation of a Manual Arts Association, which meets once a month to discuss various subjects in our lines of work.

Conditions here indicate that the public approves of industrial training in the schools. The lines of work developing at Stout are in keeping with the needs and demands of the public schools here.

Marjory Bailey, Santa Barbara, California.

One of the most important features of the Kindergatten work in California is the opportunity for outdoor work the year round. Excursions to the beach, foothills, and other places of interest are frequent. The kindergatens have large yards, giving fine opportunity for outdoor games and maypole dances. Swings and see-saws are never failing sources of amusement. Two twenty minute periods each day are given for free play out of doors.

Each child has his own little garden plot to take care of. The planting is done about the middle of February.

Last, but no means least, is the sand house. Two large shallow boxes about eight feet by eight feet form a wooden platform to keep the sand dry, and over these is a roof to protect the children from the sun.

Caroline Moterud, Waukegan, Ill.

This is the fifth year of Domestic Science in Waukegan. Considerable opposition met its introduction in the schools, but, as always, Domestic Science triumphed. Two years of sewing and cooking are required in the grades and two years are offered in the High School, as much time and credit being given to it as to other branches. At present, more girls elect Domestic Science than can be conveniently accommodated. We are planning a third year's course which meets with general approval. Waukegan is to have a new High School building which will be generously equipped to carry on an extensive course in Domestic Science.

J. H. McNeel, Baker City, Oregon.

There is no state in the Union where the possibilities for a teacher in manual training, who knows his business and delights in beginning at the bottom and seeing things grow, are much better than in Oregon. Manual training, especially in Eastern Oregon, is in its infancy; in fact, my shop in Baker City is the only one in the high schools of this section of the state. However, it takes young, energetic men, such as graduate from Stout, to take hold of the work and popularize it. It will be a comparatively easy task since people here, as everywhere, are calling for more practical work in the public schools.

Newton Van Dusen, Neenah, Wis.

There is one thing which I am anxious to have put into the *Stout Annual* this year. It is with reference to the plan which is now well under way, to organize a State Manual Training and Domestic Science Association. The movement had its beginning in Milwaukee last fall when a few of us talked it over informally, and obtained Mr. Harvey's advice as to how to go about it. We had a meeting at Grand Rapids during the convention there last month, and formally voted approval of the plan, and similar meetings are to be held wherever possible at the local association meetings in other sections of the state this year so as to bring the matter to an issue at the next Milwaukee meeting. Interest is so great in this section of the state that success is already completely assured.

T. B. Rees, Racine, Wis.

The manual training work in the schools of Racine is progressing. There are eight ward schools in which woodwork is taught or supervised in the four upper grades, seventh and eighth grades have ninety minute periods each week. There are four centers containing twenty-four benches each and the necessary equipment. One center was equipped this year. I found the work given at Stout Institute on management and equipment very helpful. This is one of the important problems we must meet.

Work in the High school is elective. Mechanical drawing extends thru the three years. The enrollment in the course was doubled during the last four years. The outlook is most promising for a successful future.

## WHAT MANUAL TRAINING SHOULD DO FOR THE ORDINARY BOY

So much is being said at the present time about manual training as a preparation for a livelihood that there seems to be a feeling that it is worth while only to the boy who expects to learn a trade. If this be true, it is a mistake to require all boys to take the manual training course. Let us see if there is anything in manual training that is worth while to the ordinary boy.

By the ordinary boy, I mean every boy of normal physical and mental capacity, without reference to any particular occupation that he may follow when he becomes a man.

No scheme of education is complete that does not include the training of the motor activities: the developing of skill of hand in interpreting thought. The handling of tools and materials to get required results necessitates clearness of thought and dexterity of hand according to the complexity of the processes involved and the degree of accuracy required. When a child is told to fold the right edge of his paper upon the left edge, he must do two things before he has complied with the request. First he must think—think which edge is the right edge, and which the left, and how to fold the paper so that the right edge will be on the left edge. Second, he must act—make his hands do what his mind directs as a result of the thinking. If he fails to do as directed, he either has not thought correctly or is unable to control his hands to do what his mind directs.

So even as simple a problem as this requires some mental activity and muscular control. It would require more of both if the directions were to fold the right edge of the paper upon the left edge, making the edges coincide, for that includes a new element of thought and a new condition to be met. This would also give a good opportunity to introduce the word "coincide" to the child, while the teacher needs to use it with him and the child has the means at hand to acquire its meaning, and form the proper concept. Manual training should furnish experiences by which the boy can build up a great many concepts. Concepts are the results of experiences, and a person's judgment and opinions depend largely upon the kind of concepts he has.

As soon as the boy begins to construct, he begins to think, to deliberate, to reason, and to conclude. As he proceeds, he comes in contact with physical forces. If he would control, direct and apply these forces, he must master the laws by which they are governed. Thus the training of the eye and the hand react on the mind. As he proceeds with his work, if he has not thought aright, if his visualization has not been correct, if he has overlooked any part of the plan, the work soon tells. Thus the work of his hands checks up the work of his mind.

Manual training should help the boy to recognize principles wherever he finds them. It should make those principles, learned in the academic work, more real to him by presenting them in a concrete way. For instance, the boy has learned in geometry that two triangles are similar when an angle of one is equal to the angle of another and the two adjacent sides are proportional. He has also learned that when the homologous sides of two triangles are proportional, the triangles are similar. Very few boys remember these propositions, or have any usable understanding of them, simply because they do not seem real to them.

Now, it is a well known fact that the greater number of view points from which a fact is approached, the better it is understood and retained in the mind. Let the mathematical facts I have just stated be approached from the view point of practice as well as of theory and they will be remembered. Give the boy a problem like this: I am building a house twenty-two feet wide, and I want the ridge to be nine feet higher than the eaves. Lay out and cut a pair of rafters for the house. When the boy sees the hypotenuse of a right triangle whose base is eleven feet and whose altitude is nine feet, he has a clue to the situation. He must then see that a similar triangle is formed by laying the steel square on the rafter with the nine inch mark of the blade and eleven inch mark of the handle on the same edge of the rafter; that the blade and handle of the square thus placed give the angles at which the ends of the rafter must be cut, and by measuring off twelve distances equal to the distance between the nine inch mark on the blade and the eleven inch mark on the handle, he gets the length of the rafter.

When a boy has studied this out, he has done some good reasoning, and when he has actually performed the work according to his reasoning, and the pieces fit, he knows that he is correct both in reasoning and execution. He will not forget the geometrical principles, because he has approached them from the standpoint of both theory and practice. He has received the impression and has given the correlative expression. The psychological cycle is complete and the fact is his.



The boy should be taught how the common things with which he comes in contact are made from the raw material. Let him gather the raw material and make a piece of cloth, make some paper, take the paper and make it into a book, make a press with type and print the book. Then let him make a chair or a bridge of wood, iron, or cement. Build an engine, make a trip hammer, or a pile driver and hitch the engine to it.

The world is full of good problems. The question is not so much what we shall choose as it is what we shall omit for lack of time. Anything that is within a boy's ability and can be done the way it is done in the industrial world is worth while. Since it is impossible to make all the things of common use, typical examples should be selected. For example, the weaving of a rug might be used as a basis for teaching the methods of manufacturing fabrics. Again, examples should be selected with reference to local interests. If the boy lives near the sea, boats, fishing appliances and things of that order should receive special emphasis, while for a boy who lives in a mining community, mine products and mining machines and methods should receive most attention. This is not only because the boy will probably work at these things, but because he already knows something about them, and good teaching proceeds from the known to the related unknown.

Manual training should not only give the boy a knowledge of local industries, but also of other industries that supply the things so essential to his comfort and well-being.

The boy should be taught to do work in the way that the artisan does it. Let him build a table, a chair, or a machine and he will have a higher respect for the workmen that make them. As President Roosevelt says, "We have spoken a great deal about the dignity of labor in this country, but we have not acted up to our spoken words, for in our education we have proceeded upon the assumption that the educated man was educated away from labor."

Now, I think that everyone will agree that this is not what ought to be done; for now, more than at any other time, we need educated laborers,—men who have what the Douglas Commission calls "Industrial Intelligence", power to see beyond the task which occupies the hand for the moment, to the operations which have preceded and those which will follow it,—business sense and a conscience which recognizes obligations. It should give him a knowledge of the great industrial organizations that play so important a part in our social system, in order to understand the social conditions in which he lives, and to deal intelligently with the public problems of his time.

Again, manual training should train the boy to recognize good workmanship and good design. By being taught to do good work, and being instructed in the principles of good design, he should acquire a sense of beauty, use and appropriateness of things, so he will not be tempted to spend good money for bad articles,—bad, because of faulty construction or poor design.

Manual training should furnish the boy with enough experience in different kinds of industrial work to enable him to choose the calling he has the greatest aptitude for, and give him special preparation for that calling after he has chosen it. His training up to this time should be of such a general character as to form a basis for his later training. Typical industrial problems should be the subject of study in this period and only such processes, as are recognized by the best workmen as technically correct, should be taught.

Manual training should not attempt to teach the boy all the details of a trade. It is impossible in so limited a time without depriving him of some indispensable instruction in the academic subjects. If it gives him skill of hand in the use of tools, the power to see straight, visualize, think clearly, reason well, and draw accurate conclusions; if it enables him to recognize principles, distinguish between the essential and the incidental, to organize his powers and knowledge in the most usable form. If it gives him a large fund of information and enables him to appreciate good workmanship, good design, and the dignity of skilled labor; if it gives him industrial intelligence, it has done him more good than the teaching of the details of a trade would do. It has done its duty by him.

CHARLES A. BROCKUS, 1908



## EDITOR'S RESUME



THE editorial staff has allowed this space to the editor-in-chief to apologize to everybody for everything. In the first place, they would have it known that it is with malice toward none that this volume is imposed upon the public. They would have him apologize for the pictures of scenery, buildings, rooms, etc., but wish you to realize that you can't get a good cut unless you have a good photograph, you can't get a good photograph unless you have a good negative, and you can't get a good negative unless, well, unless you have a "schönes gesicht." Blame the editor if there's any part of the book which you don't like; if there is anything in it that pleases you, give the credit to the one who is at the head of the department in which that pleasure appears, for even though some were sick or busy at times when the staff meetings were held, they have all worked faithfully, and efficiently and deserve an abundance of credit.

Remember this, please, the novelty of getting out an annual soon wears off, and it requires work and that work must be done outside of school hours.

If there are any oversights in this annual they are unintentional. This is the first annual of Stout Institute, and it is no little task to systematize all the activities of the school for a publication of this kind and not overlook some detail. We hope that this shall be the first of an annual publication by the Senior class at Stout, and that each annual shall be larger and better as the school grows.

If you have no use for the book, just keep it for padding when you pack up, and some time you may be able to dispose of it at a pawn shop or impose it on some unsuspecting person. If, in after years, you look thru the '09 Stout annual and a smile lingers on your face as you turn its pages and your memory floats back to the good old days at Stout, then it has fulfilled its purpose for we only wish it to be the medium by which we can pause on life's restless sea and be again with our friends and fellows of 1909.





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**MANUAL TRAINING EQUIPMENT** in every detail is "Oliver's" specialty. We design Manual Training rooms and recommend equipment—all Free of Charge.



"Oliver" No. 53 Motor Head Speed Lathe



"Oliver" No. 19 New Speed Lathe

WE MAKE 12 OTHER KINDS OF LATHES—SEND FOR CATALOGS



"Oliver" No. 114 Standard Bench



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SEND FOR MANUAL TRAINING CATALOG

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We have supplied a number of the largest Manual Training Schools in the country with their machine shop equipment, not only in belt driven tools, but various styles arranged for motor drive.

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## L'ENVOI

The stuff is writ, the ink is dry;  
The proof is read, the end is nigh.  
And now let's all join in a shout,  
"Hip, hip, hurrah! The d--- book's out!"